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The Research Librarian Idea

Arnold K. Borden

Does The Library Need Deflation?

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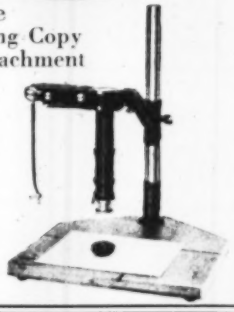

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Forthcoming Issues of THE LIBRARY JOURNAL

The leading article in the February fifteenth issue will be "The Librarian's 'Changing World,'" by J. H. Shera, bibliographer, Scripps Foundation, Miami University. Other articles will include: "Revitalizing the Older Books," by Marie Corrigan, Cleveland, Ohio, Public Library; "Tracing Misplaced Books in a University Library," by W. P. Kellam, University of North Carolina; and "The Book, Its Elements, Design and Manufacture," by Paul Paine, Syracuse, N. Y., Public Library.

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THE LIBRARY JOURNAL

Does the Library Need Deflation?

By WILLIAM L. BAILEY

Professor of Sociology, Northwestern University

THE subject before us at this Trustees' and Citizens' Day session is briefly, perhaps, "Does the library need deflation?" My answer—even more briefly—is "No." The public library is worth saving and richly deserves saving, for its honorable record as a public institution and especially in view of its possibilities at a time like this.

Let me start with a few remarks apropos of the depression, for it is this that has precipitated a crisis for libraries.

The most serious side of this depression is not unemployment and its associated economic aspects, but the many indications of what might be called cultural collapse. Not only business, but government, is prostrate. And with both these, but especially with the latter, go many phases of community life dependent upon them. American traditions and ideals for community life are imperiled, as well as material welfare. For example, the century-old ideal of the American public school is threatened. Will the American public library be likewise? It is to be remembered that the collapse of superstructure is always much greater than that of the foundations. So, if any institution in the community is to be maintained inviolate these days, let it, by long odds, be the library. And this is for two most practical reasons: It should be. It can be.

Why make an exception of the library? Well, for very good reasons. Business, politics, and education—perhaps even social welfare—have been grossly inflated for some time and have, to put it baldly, "run wild." These are obvious facts. The library perhaps alone among our community—and especially our public—institutions has not. This in itself might be reckoned a great service to sound community development in years like those through which we have been passing. The library has been in some sense a model public institution.

What has been the basal cause of this depression? How did we get this way? The depression seems to have spread from business into government and threatens to spread over the whole social order—schools, churches, and so forth. That is the usual diagnosis of its origin and development. And doubtless there *is* this phenomenon of spread—a most menacing feature—and one of great interest to the library as a community institution. A most practical aspect of it is the wave of economy that is extending from repentant business and politics, and even education, to phases of the community life and to institutions and agencies which really have no occasion for repentance. Among these latter is, outstandingly, the public library.

The public library, now, needs inflation, not deflation. That is easily proved. We have—so to speak—been rebuilding our community house, but have forgotten to put the roof on it. The foundations are badly cracked, because we have very largely neglected the superstructural features. That's how we got this way—as I see it. Perhaps I see it thus because I am neither a business man, nor a librarian, nor, in fact, anything except that omnivorous creature called a sociologist, and a special student of community organization.

We tend more and more, in our day and our

Address delivered before the Council of the American Library Association at the Midwinter Meeting, December, 1932.

country, grossly to overemphasize the economic factor in civilization and progress. It is not all-important. Students of community life place the economic or business factor distinctly second to education in vital significance in the community and put it only on a par with some ten other aspects of community life. Business naturally emphasizes the importance of business—read the "ads." In collapse it tends to save itself as far as possible by short-changing government, with the result that education, and now even the library, are being investigated.

As a matter of fact, the economic collapse would not be by any means an unrelieved calamity—were it not for these other phases. This is especially true in the case of institutions at the other end of the social order, which have experienced no inflation—neither asking nor receiving favors—but which are nevertheless endangered by this spread of economy. This can only result in most petty savings and may be fatal to such marginal-living cultural institutions. The lack of perspective on society, civilization, culture, and community life, which such moves disclose, counter-indicates what really is most fundamental to this depression. There are actually, as has frequently been pointed out, gains from the stoppage and back-up in business expansion—gains, for instance, such as improved vital and health conditions and greater library activity. Something other than more and more of "things" is getting a chance to breathe.

In historic fact this business depression is the result of a cultural collapse. I need only point out that misdirected educational expansion has been one of the largest factors in boosting taxation, bringing both governmental collapse and also a great hurdle for business, or refer to our "motoritis."

There is a sentence from a great book which says, "Without vision the people perish." It does not say the few—the leaders—but the many. Vision—in the Matthew Arnold sense of culture—"knowing the best that has been thought and said and done in the world"—is what we have lacked. To furnish such vision to the community is the primary function of the library. Our leaders read too little; the masses read too little. We read too few books. We have, by and large, lost perspective on life and social progress.

The public library is, like the public school, an element of our democratic and American tradition. The very idea of "public" is now in jeopardy—discredited. The library is threatened by sweeping social changes that are occurring and are reflected in its work. Let me mention a few. The wealthy can have their own libraries; the masses do not care for books. The public library depends upon the middle class, people who are going up and down in the social scale, and most of them more down than up. Perhaps we do not know enough about who reads library books, but I think it is safe to say that readers fall into classes at wide extremes; a few who read many books and many who read few. In such connections the public library could do much to maintain the democratic tradition and facilitate a sound social mobility. For our society tends strongly to consist of the unthinking, unreading many—and a thinking few.

If these are facts, then it is good for the library to be questioned, the essentiality of its services to be challenged, and the economy of its services to be rigorously examined. It will do the library good to consider its relation to the community, more especially from the point of view of the service it renders the social order and the community life. It has shown a tendency to be "Narcissistic"—looking at itself from its own point of view. It judges itself by, say, circulation—an internal standard. It considers the limited revenue it gets from the community.

Since service to the community must be judged by the nature and needs of the community and not by the interests of the service-institution, what is the nature of the ideal community, or, at least, what does the average American community wish to be? The answer to that question would involve such wide differences of opinion on the part of different classes and interests, that no ideal statement could be achieved. The best we can do is to take the items that communities most commonly report of themselves. These may, when rated and averaged, be taken as standards of a kind, conditions which many communities regard as important and seek to attain. There are a score of these upon which we may rate communities as to general living conditions and find the best and worst communities. Then we can ask about the libraries of these good or bad communities and appraise their services in the attainment of high or low rating.

The items of rating are wage rates, cost of living, death rates, infant mortality, population married, home ownership, child labor, church membership, public property, park space, improved streets, fire losses, school attendance, teachers' salaries, pupils to a teacher, school property, library circulation, literacy. These can be added to, but they test livelihood, vital conditions, home and family, morality, civic conditions, schools, culture, and Americanization.

Scientifically rated according to these, communities differ greatly. They differ 100 per cent on all counts, and as much as 4,500 per cent on individual items. What makes them so? How does the library contribute to such differences? It is thus we may judge the substantial essentiality of the library, or any other institution, activity, or element in the community.

Or we may arrive at community interests in another way. Let us take the relative rates of growth of various phases of life in communities. Here is a case: A successful American community grows to twice its original size in population, and faster in everything else, except church, and no less than twenty times in auto registrations. This latter is several times as fast as buildings of various kinds and various utility services which rank next. Library circulation in such a community increases, say threefold. Library circulation is the sort of thing that could and should be quite indefinitely increased, yet it does not at all keep pace with general development. Is the library keeping up with the world?

Strangely enough, the library is regarded by specialists in community surveys as one of the eleven cardinal aspects of American community life. It stands with history, plan and plant, economic life, government, schools, health, recreation, social welfare, greater community relations, and religion. When up to standard, it is regarded as just as vital to community conditions and progress as any of these, except schools. Schools have four times as vital a significance as any other factor, but it must be remembered that it is a rather different system of schools than that which exists in many communities that is thus so vital.

It must also be remembered that the community is an organic whole. Each of these phases affects and is affected by the others. The maintenance of standards for one involves the maintenance of standards for the others. However, each does not affect the others equally. Certain items are more vital to some than to others.

Now, therefore, a good test of the essentiality of the library's service would be its correlation with the general rating of the community (as above rated) or with individual standings on particular phases or items. It must be admitted that the library shows "low test." While, in general, a good library means a good community, the library shows a rather low correlation with general rating. Schools show a very high correlation. Good business conditions, as reflected in the standard of living, also show high. The library is not the lowest—that place is reserved for "population married" and "church membership"—but it is half way down toward the bottom.

What does this mean? The library may be too insignificant in the community actually, or too far off standard, or it may be that library circulation is not a good test of its work. Library circulation per capita is insignificant. It may be off in quality—kind of books and kind of persons. Reference and periodical work may be of relatively more vital significance than we have grounds for knowing. Do we know what services our libraries render?

Every indication points to intelligent personnel as the making of the community: The highest ranking tests are literacy and schools. Literacy is associated with race and nationality. Social composition affects every phase of the community life. As for the library—without literacy, no library—but it by no means follows that little illiteracy in a community will mean an active library with high circulation per capita. Mere literacy, and even perhaps the measure of education which the majority of our people receive, is really a menace. Librarians should understand this. Mere literacy will suffice for reading the posters, signing on the dotted line, crossing the ballot circle, reading the movie captions, reading the larger print in what is left of words in the newspaper today. Literacy and little education are probably responsible for the vastly disproportionate production and consumption of low grade publications and for the piteously small book circulation per capita.

The schools apparently do not develop a taste for books. Schools are universal, compulsory, spend 30 or more per cent of taxes, and have expanded faster than any other public service institution. Has education been misdirected? The library cannot function more largely and efficiently till the schools do better than this. Libraries have recently realized that library work in the schools is vital to them and their future. The library should read the riot act to the schools. Partly this failure to function—and a per capita library circulation so low as now exists—represents substantial failure at bringing culture (in the Arnold sense) to the many. Has the library been too self-satisfied?

Of course, essentiality depends upon the standing of the library. All libraries are not the same library. If there is to be any economy, this distinction should be made. It is necessary to distinguish between libraries. There is nothing sacrosanct about them.

I have here a list of the relative vital significance to the community of the forty or so most vital items—institutions, agencies, services. These are only a tenth of the wide range of distinct items that go to make up the complex organism known as the American community, but they represent fully half of the vitals of the community. They range in vital significance—essentiality—as one to ten.

Where does the library, in various of its phases, rank among these? This will be a guide as to its relative essentiality and claims to support. Looking at this list, the library first appears below the middle of the series. Frankly—even when standard—it is less essential than the standard of living; than some twenty separate edu-

cational items; than several sanitary and health items.

So my defense for the library, at a time like this when its essentiality is being questioned and economy being suggested, would be along the following lines:

1. The library should not be restricted now when it is serving more people in their enforced leisure and doing much to maintain morale.

2. Super-emphasis on things and neglect of all the lessons of past history have brought us to this crisis; culture in the sense that a library may furnish is most wholesome now for restoration. Failure of leadership—which ultimately means lack of ideas and of sound perspective—has brought us down to where we are. Perhaps now the well-to-do and our business leaders will do some corrective reading.

3. Also, for such a relatively essential service as it is (and it would be much more essential if the schools were really educating childhood and youth), the library is the most economical of public agencies. The school is probably the most uneconomical from this same point of view.

4. There has been no inflation in the library and it does not need deflation. Rather its services are more than ever seen to be essential in the large sense, and expansion of its work in the schools most imperative. We lose a great deal of what is put into the schools unless this latter is done.

5. And, finally, among all the institutions of the community, finance is more vital a problem for the library than for any other. The schools have been lavishly supported; for the other main institutions and agencies various other than financial aspects are most vital. The library has always received insignificant support. Any limitation of support now when its services are more than ever essential might be fatal to this recognized American institution.

6. On the other hand, I do not know where a little money would go farther as a corrective "boost" out of the present depression than in sound expansion of public libraries. For public libraries have doubtless been helped in these times to a new vision of their strategic place in the social order.

The Research Librarian Idea

By ARNOLD K. BORDEN

Research Librarian, University of Pennsylvania, Philadelphia, Pennsylvania

IN HIS RECENT address before the convention of Eastern College Librarians Professor Shapley[1] expressed concern as a scientist for the aesthetic side of modern life. Science, in the course of establishing the present civilization, has taken to itself the best we have of wealth and brains and not least has created elaborate organizations of research to solve its problems. The scientist has learned the secret of delegating to experts various steps in his work and utilizing their reports in his conclusions. As a consequence, the creative spirit has been directed away from the art and poetry of yesterday to what is being called the new aesthetics of modern science.

By contrast with their scientific contemporaries scholars in the fields of the humanities are not far removed in their methods of research from their medieval forebears. There is inherent in this situation what the sociologists call a "cultural lag." At least it occurs to one concerned with the increase of knowledge in all its aspects that the humanities have everything to gain by experimenting with new approaches. Only when the body of knowledge makes equal progress in all its constituent elements can we be sure of a full and well-rounded life.

It is Professor Shapley's thought that the library can have a more important function in the progress of knowledge than it commonly realizes. For the full realization of its opportunities he has suggested and, with the aid of the Carnegie Corporation, experimentally established research librarianships with the idea of paralleling, if you will, the research organizations at the disposal of scientists. Although the first attempts are modest, he visualizes as an ultimate possibility a research department in university libraries with a research librarian, experts in history, economics, and languages under him, and other experts in the community willing to affiliate themselves with the organization for a financial consideration or otherwise in giving aid in such subjects as Sanskrit, palaeography, or whatever arises. To conclude with Professor Shapley's argument, he believes that a research librarian such as he outlines should be a member of the library staff with technical library training and experience, one further link between the library and the academic community.

Clemenceau wrote in one of his last books, *In the Evening of My Thought*: "The glamour of

1 Dr. Harlow Shapley, Director, Harvard Observatory.

knowledge to be attained constantly calls out new reserves of energy. . . . and on the day on which our ardor for investigation shall grow weak. . . . humanity will automatically end." Fresh energy directed at the million problems that always remain and multiply has its wellsprings in the insatiable curiosity of man. Yet in the case of the young student such energy must often be evoked, sometimes cajoled, always directed; and in the case of the mature scholar and expert much can and ought to be done both to facilitate and economize its flow.

Today we see this energy being spent in many more or less contrasted ways. First there is the great class of literary artists, many of them without academic connections, who exploit the researches of others. These are the biographers and historians, the popularizers of science, who contribute nothing new to knowledge but discover something psychological, pathological, and sexual in everything and retail it at an alluring profit to the reading public. About this group of "research" artists no one need have worry. As long as the public is in a buying mood their presence among us is assured.

At the other extreme is the prospective Ph.D. often working on a subject which seems threadbare and fruitless. But no one can be sure. In investigation much must be left to chance discovery. Researches which in retrospect may appear foolish must be given the benefit of the mathematical chance that where many fail one will make a tangible contribution. Only today an old Marburg dissertation of 1904 threw a far better light upon the current research problem than any other single source. Yet as the authors of Ph.D. theses are compelled to their tasks by the exigencies of a degree, they should give the library no particular solicitude beyond the provision of well-stocked hunting grounds. It is part of their discipline to ferret out their own problems. It only remains a matter for regret that where so many interesting problems for research abound students should go out of their way, whether through lack of originality on their own part or of suggestion on the part of their teachers to scrutinize the trivial and jejune.

The research energy with which we must be primarily concerned—whether as to its stimulation, increase, or husbanding—is that of the productive scholar. Even though we do not subscribe *in toto* to the tenets of Mr. Wiggam, we perceive only a limited amount of intelligence available for creative achievement in research work. The complaint has long been justified that much of this intelligence has been exhausted in the satisfying but energy-consuming work of teaching. One solution has been found in the reduction in the hours of class-room instruction required of any one teacher. In at least one institution the introduction of reading periods for undergraduates has largely increased the time at the disposal of faculty members.

At the point of actual contact with research materials—the library—little has been done so far, however, to aid the scholar. It has been proposed, therefore, to put at his exclusive service a research librarian. The idea is that such a librarian can save the scholar much time in the search for material, can make the library yield its maximum potentialities, and in other ways both encourage and speed up the projects which faculty members have on the way to publication.

To be forth-putting has become almost a condition of membership in academic faculties today. In addition to the natural impulse the desire for recognition and advancement finds most faculty members with articles and books in various stages of completion. Most, too, have had in the backs of the minds for a long time projects for research for which they have been unable to seize time. Assume that for all such the services of a research librarian are available to report extensively on sources and materials, what would be the result? Logically, interest in projects delayed or in abeyance would be refreshed and quickened, the time spent searching out these materials would be saved to the scholar, and publication as a consequence would be assured and hastened.

It is logical, too, that a research librarian might be something of a unifying agent in academic research. The inevitable modern tendency to specialized knowledge has resulted in a condition of intellectual isolation for the expert. It is a plight which is often unrecognized by the expert himself. To be sure attempts have been made such as at Yale in the case of the Institute of Human Relations to bring related subjects under the same roof. But strictly speaking no real synthesis and correlation of knowledge can be attained except in the mind of an individual. That biology and geography are studied in adjacent rooms means nothing unless research workers in each field digest each other's results.

Obviously, the library which is the repository of all research is the logical place for the specialist to find a relating and fusing influence. In what way might a research librarian be expected to foster this influence?

It is a reasonable expectation that a person aiding scholars in their research work will have a comprehensive view of the whole resources of the library and be able to tap many reservoirs of research material for the enrichment of any particular problem. Suppose, for instance, that an economist is making a study of that organization known as the "Merchant Adventurers of London" which in 1620 sponsored the settlement of the Puritans at Plymouth. Material on the subject exists in every part of the library. It is a

subject which ramifies into the history of commerce, of European expansion, of religion, geography, and political theory as well as economics. Now as it is the virtue of the specialist that he knows a great deal about some one thing—in this instance about economics—there is no reason to anticipate that he will be familiar with all the other fields mentioned and their bibliographical organization. But a person who is in daily contact with all sections of the library and understands library technique and organization may be of definite assistance in the quest for material. That quest, indeed, should be sufficiently wide that it seeks beyond its own immediate locality to other great and specialized collections if necessary.

By this time the great usefulness of reference librarians and readers' advisers as general clearing houses of information is common knowledge. But what of those academic research problems which may require a week, a month or more to consummate? The ordinary library personnel hasn't the time to prosecute such research. As an aid to scholars, therefore, in increasing their productivity the position of research librarian has everything in the way of reason to recommend it.

Even at this stage it is not difficult to predicate certain fundamental propositions with respect to a research librarian's activities. First, the material which he locates should be so far as possible of the primary, documentary, sort derived from original sources. Second, he should beware of merely paralleling the work of the reference librarian and other existing library agencies. Third, he must exercise discretion in dealing with younger members of the faculty and graduate students who for the time being are expected to help themselves—the whole purpose of a research librarian is to help the mature scholar working on material for publication. Fourth and finally, he must lay no special claims to knowledge in the presence of one far more learned in his own subject than himself, but let whatever assistance he can give speak for itself. In fact the only criteria of the success of his efforts will be the sincere testimonials of the scholars in whose behalf he has been working.

Whether prematurely or not, the question has been raised of the training and qualifications of a person suitable for a research librarianship. The fundamental prerequisite is probably a frame of mind—one that is willing to bend itself to prolonged concentration on one problem. How to induce such a frame of mind academically is the question. The present writer finds the going rather strenuous. It requires a mental discipline that will not appeal to many. On the other hand there is much of adventure in it. After working steadily for the last month on medieval and early modern witchcraft the writer is inclined to become a book-collector along the lines of the occult. Furthermore, there is great satisfaction in taking part, however insignificant, in the process of creation.

A Librarian's Credo for a Time of Economic Stress

1. I believe in books and libraries with a new conviction that is born of these times, when on every hand we see an unprecedented increase in the use of libraries despite drastic curtailment of their resources.
2. I believe libraries are absolutely necessary to the maintenance and sustenance of social progress.
3. I believe libraries are an educational necessity and, therefore, the inalienable right of every American citizen, both young and old, in school and out.
4. I believe libraries are an essential and indispensable contribution of Government to the general public welfare.
5. I believe libraries have won first rank as essential agencies of relief and rehabilitation in a time of economic and social disaster.
6. For these reasons I am proud of my profession, its high purposes and its new opportunities for service, but proud especially of its new achievements in the face of almost insuperable handicaps.
7. I declare these my convictions without hesitation or constraint in the hope that they may bring some reassurance to fellow workers oppressed with doubt and discouragement, and in the hope that those in public authority may not unknowingly sacrifice library service to unjust and unwise expediency with resulting permanent injury to this surviving symbol and bulwark of American Idealism.

——HAROLD F. BRIGHAM.

Cooperative Cataloging: Activities in 1932 and Plans for 1933

By KEYES D. METCALF

Chief, Reference Department, The New York Public Library[1]

FOR MANY years the production rate of labor has been increasing. One man with the aid of modern machinery does several times as much work as he could do a few years ago. In library cataloging the tendency has been in the other direction. Man for man or woman for woman we produce not more but a little less as years go by. We may be able to explain the cause for this but can we make the rest of the world understand and can we make it approve? I am not sure that we can. If we cannot we must ultimately do one of three things, give up cataloging as we do it now; find some way of increasing production; or through centralized or cooperative cataloging reduce the amount of cataloging that must be done.

Over eighty years ago when Charles Cushing Jewett was librarian of the Smithsonian Institution, he went to work on three great cataloging needs: a union catalog; a code of cataloging rules; and cooperative cataloging. He started a union catalog but it was later abandoned. (We now have such a catalog on a large scale.) He drew up a code of cataloging rules and published it. (The rules are the basis of our rules today.) He then realized the waste that results when a number of libraries each spend time and money cataloging the same book, and he worked out a very good plan for cooperative cataloging to prevent this waste. But for technical difficulties in connection with the stereotype plates used in printing, his plan might have been a success.

Jewett's failure did not end interest in cooperative cataloging, although little of permanent importance was accomplished until Dr. Putnam assumed command of the Library of Congress in 1899 and centralized cataloging began there on a large scale. Coming down to later years, it would be unfair to pass over the efforts of the American Library Association to provide serial analytical cards. It would be unjust to forget the useful and necessary promotion work by Dr. Richardson over a period of many years. The Union Catalog at Washington, a monument to Dr. Richardson and his colleagues, built up chiefly in the last five years, is of the utmost importance and an indispensable tool for any cooperative cataloging of the future.

But we are interested today in current developments, not in the past. In the spring of 1930 Drs. Bishop, Keogh, and Williamson, as a special committee of the American Library Association, solicited and obtained from the General Education Board a grant to finance "an investigation of the possibilities of cooperative cataloging among libraries dealing with research material." This investigation was made by a committee appointed by the Executive Board of the American Library Association consisting of Miss Mann, Messrs. Hanson, Currier, Gjelsness and Metcalf. The report of the committee was submitted to the Executive Board in September of this year. It included the results of the investigation and also a definite proposal for a cooperative cataloging enterprise. After approval by the Executive Board the report was submitted to the General Education Board with a request for funds to subsidize the proposed enterprise during its infancy. The General Education Board responded promptly in October with a grant of $45,000 to be spread over four years. With this help at hand there was no excuse for delay, and headquarters for the enterprise were set up at the Library of Congress on November 1 with Miss Winifred Gregory in charge as executive assistant.

But we are getting ahead of our story and should go back to the investigation. A study was made of the saving to libraries when printed cards are purchased. A few libraries felt they were small. Most libraries agreed, and the statistics obtained bore them out, that the saving was considerable—probably 50 per cent of the cost of cataloging for the average book and in the case of foreign or difficult titles a larger percentage.

A study was made of the use of Library of Congress cards. It was found that the forty-nine libraries tested were able to obtain cards for a large percentage of books printed in English. English titles for which cards were not available were uncopyrighted volumes and pamphlets or books published many years ago. The demand for cards for any one of these titles is comparatively small, and obviously this field did not offer a satisfactory place to introduce cooperative cataloging.

Books in foreign languages presented a different situation. Library of Congress cards were

1 Also Chairman, A.L.A. Cooperative Cataloging Committee.

Paper given before the meeting of Eastern College Librarians at Columbia University, November 26, 1932.

available for only one-third of the titles. Many titles for which printed cards were not available had been acquired by a number of libraries. This was true for both new and old books and particularly for books in French and German, but it was too late to do anything with most of the older books. The damage was done, they had already been cataloged, again and again. The future demand for cards for the average old book is far less than for the average new book. With the above facts in mind, it was decided that new books in foreign languages would be one good place to start. The statistics indicated that if 6,000 new foreign books are cataloged cooperatively each year, there will be approximately as good provision for books in foreign languages as there is now for books in English.

Another field in which the research libraries were interested and which Library of Congress cards did not cover thoroughly was that of monographs in series, particularly those in foreign languages. It was found that for hundreds if not thousands of these series which libraries would like to analyze, Library of Congress cards were not available. These two groups—new foreign books and monographs in series—were selected by the Committee on which to concentrate its efforts for the present.

The next study considered the expenditures involved in cooperative cataloging. A statement of them is worth giving in detail, as they should be kept in mind in any plan. Five were found which it was felt could not or should not be avoided. The first was the cost of administration. Any cooperative enterprise should have adequate supervision. The committee felt that the failure of cooperative schemes in the past had been due very largely to the lack of a full-time administrator, and it was unwilling to make recommendations for a plan without an executive in charge.

A second item of expense was the cost of clerical work, keeping track of orders, determining which library should catalog a book and which books had already been cataloged and should not be handled again. The Library of Congress, with its card distribution and union catalog services already in full operation, was manifestly the most suitable headquarters for this task.

A third unavoidable expenditure was for the actual preparation of copy from which cards could be printed. If this is done by a library that would have cataloged the book under the old arrangements, the only charge against the plan would be for the extra care desirable in preparing copy to be used by other libraries. It was felt that 20¢-25¢ a title would reimburse the library for this extra work and also make it possible for the Cooperative Cataloging Committee to insist on the proper quality of the work.

The fourth item was the cost of revision of copy. After the copy is prepared, if it is to be printed and cards sold as supplementary to Library of Congress cards, they must match Library of Congress cards in form and quality. This involves revision and checking at the Library of Congress, and this revision must be paid for. For this and for the clerical work (Item 2) one dollar per title has been budgeted for next year.

The fifth expenditure was the cost of printing. This charge the Library of Congress is ready to carry if it can be reasonably assured of sufficient sale of cards to reimburse it. The titles selected for printing are to be chosen with this in mind. The Committee believes that no one of the five charges mentioned above should or can be avoided, and that any plan that avoids them is impracticable.

Added together we figure these charges will amount to from $1.50 to $2 a title. This excludes the original cost of cataloging by the cooperating library that would have handled the book under other circumstances and also the cost of card printing by the Library of Congress. This is a good deal to add to normal cataloging costs and at first thought might be considered extravagant. I do not consider it extravagant if it cannot be avoided and I believe it wiser to make sure in advance that we are including in our estimates all of the probable expenses than to have them come up later without having provision made for them.

If through these expenditures we can make available cards for books, in foreign languages, that otherwise would not be available and sell them for 20¢ a set, (we pay 10¢ a set for L. C. cards for easy titles in English) I believe most of us will be willing to forgive if not forget the extra 10¢ particularly, if because of it the cards purchased are of Library of Congress quality.

With these expenses in mind a plan was drawn up. So far as new foreign books are concerned, it has been in operation on a small but increasing scale for over a year. Thirty-two libraries are now cooperating and providing copy from which cards are printed. For monograph series the enterprise is now well under way also. Miss Gregory prepared last spring a list of monograph series which had been proposed for cooperative cataloging. This list was checked by over one hundred libraries and from it were selected the three hundred and fifty series in most demand. These have been assigned to twenty-five different libraries which will prepare copy for the monographs as they appear. Standing orders for the cards produced from this copy are now being solicited.

It may be well at this time to outline the details of the cooperative cataloging enterprise as it is now in operation. Taking up, first, the new foreign books: The thirty-two cooperating li-

libraries send to the Library of Congress two copies, preferably on 3" x 5" slips, of their orders for new foreign books at the time the orders are placed. These slips are checked by the Card Section to see if printed cards are already available or if they will be available in the near future. If cards are not available or are not to become available in the near future, Mr. Hastings at the Library of Congress decides whether the title is one for which there is a fair prospect of a large enough sale of cards to make it worth while to print. If he feels cards should be printed, the library ordering the book is asked to furnish printer's copy. In these cases when the book is received by the ordering library, it is cataloged and the printer's slip forwarded to the Library of Congress. There it is checked and, if necessary, altered to make the subject-headings, the main entry and added entries, and the form in general agree with Library of Congress standards. Cards are then printed and sold at the regular rate plus 10¢ for the first card in each set. The cooperating library is reimbursed for its work in preparing the copy by a free set of cards for the book and 20¢ in credit for other printed cards.

The cards printed from cooperatively prepared copy will not be sent automatically to libraries that are depositories for Library of Congress cards. The full output will be supplied to the depository libraries or to any other library that cares to pay one cent apiece for them. It is hoped that most of the depository libraries will take advantage of this opportunity. If six thousand titles are printed cooperatively in one year, the cost of the depository cards will be sixty dollars a year. With them the cards for new foreign books in the L. C. depository set will be about doubled.

Non-cooperating libraries as well as cooperating libraries are able to purchase single cards or sets of cards prepared by cooperative cataloging at the regular Library of Congress rate plus 10¢ for the first card in each set. It is expected that at least one of the thirty-two cooperating libraries will acquire most of the important new foreign books which are not acquired by the Library of Congress, and that through these libraries printed cards will become available for these titles. It seems unwise to increase the number of cooperating libraries further, as other libraries that might be invited to join would probably acquire few important books not received by one of the thirty-two and the help received would not make up for the work of checking and recording the orders.

The cooperative cataloging of monographs in series is handled on a similar basis. All the monographs in any one series are assigned to one library. It is hoped that libraries acquiring all the monographs in any series cooperatively cataloged will place a standing order for the cards. The cataloging of monographs in series will be undertaken only when a sufficient number of standing orders have been received to insure reasonable financial return.

Going back again to the orders received at the Library of Congress; if printed cards are not available, are not to be available, and if the cooperating library is not asked to furnish copy from which cards will be printed, it may be asked to send a copy of its own main card, for which it will receive 5¢, to be filed in the Union Catalog where it will be available for master copy to any library desiring it.

The Union Catalog now contains some 7,000,000 different titles. Of these about 1,225,000 are Library of Congress cards; nearly 2,000,000 more are printed cards from other libraries; perhaps another 1,000,000 are manuscript cards of a high enough quality to be used for master copy. It is believed by the Committee that for books for which printed cards are not available for purchase it will be possible in a large percentage of cases to find a suitable card in the Union Catalog. Arrangements have been made by which the Library of Congress supplies photostat negatives of these cards at a rate of 4½ cents apiece. The photostat will then be available for master copy. If the library prefers, it can have a full set of cards photostated, all cards after the first being charged at the rate of 2½ cents apiece for negatives, and 3 cents for positives. The use of the Union Catalog in this way for the unusual new book and for old books both in English and in foreign languages for which Library of Congress cards are not available is recommended strongly. The middle-sized libraries that have tested this use have had very favorable results. As the Union Catalog grows and information is obtained as to the type of material there available, the larger libraries will find it of value for many classes of books, if not for all. The use of the Union Catalog for cards for new foreign books can be arranged automatically by the thirty-two cooperating libraries in connection with their order slips that go to Washington. For older books I believe it will pay many libraries to send in orders regularly.

The Cooperative Cataloging Committee realizes that its plans so far are only the beginning of what needs to be done and what it hopes to do in the future; but it believes that they make a real start. If in 1933 we print cards for monographs in several hundred series, and if we make available twice as many printed cards for new foreign books as were available in 1931, it will be a real accomplishment. But we are not satisfied. We hope that present plans are only the beginning of larger ones to come. We want to expand, and we want suggestions for expansion.

This is a point we hope you will all keep in mind. I might add at this point the Committee prefers to stop talking about and planning bigger things and to start cataloging on this small scale. It is better to have something than nothing and in my opinion it is better to begin on a small enough scale so that you can get away with it than to plunge in on such a large scale that the whole affair breaks down.

The plan for the printing of entries has been criticized because it makes use of the printing facilities of the Library of Congress which at times in the past have been overtaxed by the regular card-printing work there. This weakness has been duly considered. It happens that the card-printing fund at the Library of Congress is in a satisfactory state this fiscal year. If it proves inadequate, means will be found to supplement it by expenditures from the funds at the disposal of the Committee.

Two other points which must be considered: There will be delays and there will be mistakes in the work done for the Committee. As to delays, one month has been fixed as a reasonable period for the production of cards from the time the copy reaches the Library of Congress to the time the complimentary cards are mailed out to the library that furnished the copy. The Chief of the Card Division and the Foreman of Production at the Government Printing Office state that this schedule will be adhered to closely. As to mistakes, all the cooperating libraries are known to have competent catalogers, and in addition arrangements have been made at the Library of Congress to secure, for the revision of entries, the necessary expert help. But we know from experience that delays and errors, both clerical and factual, cannot be avoided entirely. We hope you will help us to keep them to the minimum by calling attention to them promptly. We need cooperation. We ask for constructive criticism.

In closing I want again in the name of the Committee to acknowledge the help given to the Committee by the Library of Congress, particularly by Dr. Putnam, Mr. Hastings, and Dr. Kletsch, all of whom have kept in close touch with our work and have approved of the report and the enterprise as outlined. I also want to give due credit to Dr. Richardson for the ideas that have been taken from him, and finally I want to thank all the libraries that have had a part in the investigation and are now cooperating to carry out the Committee's plans.

My Comrades

I live in a world apart.
Men call me a hermit, a recluse.
They reach the zenith of their scorn
In scoffing me as "The Society Man."
Very well: so I am.
Exclusive am I?
Yes, but no anchorite.
Seldom am I alone.
The foremost of the land,
Even of other lands,
Men and women of renown,
Devotees of the arts,
Thinkers, Writers, Ambassadors and Kings,
These are my confidants and intimate associates.
Boon companions they
Whom those who scoff have never known.
I live alone? Never.
Every evening I receive these friends—
They are there on invitation only—
My library is spacious.
I make of it my drawing room.
My guests dwell within the covers of my books.

——ALBERT JUDSON FISHER.

What May Cooperative Cataloging Offer To The Small Or Medium Sized College And Public Library?

By NOUVART TASHJIAN

Chief of Catalog Division, Washington Square Library, New York University, New York City

WHAT DOES Cooperative Cataloging offer to my library may be a very natural question in the mind of many a head cataloger when reading the excellent report of the Cooperative Cataloging Committee, the main service outlined for the coming year being:

(a) A Cooperative Cataloging Service for new foreign books, mainly French and German, published since 1930.

(b) A list of about 350 current monograph series to be analyzed by cooperating libraries, of which series only fifty-two are in English, 155 in German, sixty in French, twenty-nine in Latin, and the rest in other languages.

(c) The recommendation for greater use of photostat cards from the Library of Congress Union Catalog as an aid in cataloging.

If the Cooperative Cataloging Service were really confined to the three items mentioned above, libraries other than the "Big Six" may well raise the question "What is there for my library?"

The most important part of the service has not received due publicity because it existed years before the Cooperative Committee was organized. This is the extra bibliographical service which the Card Division of Library of Congress has given for many years to a limited number of libraries, and is now offering automatically to the thirty-odd libraries which cooperate with L. C. and the A.L.A. Cooperative Cataloging Committee.

This extra service as listed on the new "Subscriber's Cooperative Service Card" consists of:

1. Supplying L. C. shelf marks (call numbers) lacking on the cards.
2. Supplying the subject headings lacking on the cards.
3. Researching in Union Catalog, titles for which there are no L. C. cards.
4. Supplying photostats of good catalog entries in the Union Catalog.
5. Searching in L. C. catalogs for extra cataloging or bibliographical information especially requested.

The small and medium sized library whose interests and requests for aid are in general well looked after by the Card Division may be glad to know that now some of the most valuable cost and time-saving bibliographical service may be had by any library that asks for it and is willing to pay the small charge.

This service consists of:

(a) Supplying the L. C. form (or failing that, the form used by another library) for the main entry of card orders for which there are no printed cards.

(b) Furnishing a sample L. C. card or a photostat of the L. C. card for entries for which the cards are out of stock.

It is this additional bibliographical service, more than the prompt cataloging of current foreign publications, which will mean most in saving of time and money to the average library.

Perhaps the four years' experience of the New York University, Washington Square Library, one of the four original libraries which took part in the cooperative cataloging experiment at the invitation of the Chief of the Card Division, may help to give a more concrete idea of what the average sized library may request and receive from now on, and to what extent it has hastened and improved the work at this library.

The New York University Library at Washington Square has the problems and characteristics of the large as well as the small college or public library. In book collection, it is a small library within the 200,000 volume group; in type and book content, it is a large university library having six departmental libraries, with a very high percentage of German, French, Italian and Spanish books. In cataloging resources and aids it is not better off than the average college or public library, as it has neither the Library of Congress Depository Catalog nor is it a depository for any of the printed cards of other libraries. In the number of titles cataloged per year within the last four years, it may well compare with any of the large college or public libraries, as it has averaged about 30,000 volumes and 18,000 titles per year. Today with practically the same number of trained catalogers as five years ago, two or three times as many books are cataloged as before, besides supplying entries for the Union Catalog, and preparing copy for printing by Library of Congress, which formerly was not done.

The factors responsible for the increase in the volumes cataloged and the marked improvement in the work are as follows:

(a) The change from Dewey to L. C. Classification has been an important factor. (The recataloging

started in 1929. In thousands of cases the former cataloging had not gone beyond the filing of the card order slip in the public catalog and assigning a rough class mark whenever printed cards were not available.)

(b) The extra bibliographical and cataloging service from the Card Division of the Library of Congress (described in THE LIBRARY JOURNAL of June 15, 1932).

(c) Better routine and distribution of work within the department.

(d) The preparation of cards for the Union Catalog and copy for printing by L. C., has raised the quality of the catalogers' work and increased their interest in it.

In the course of the past four years we have requested from time to time additional extra service from the Card Division which always has been given generously.

The following additional items of cooperative work are suggested for the benefit of the average college and public library which we hope it may be possible to accomplish soon with the aid of the Cooperative Cataloging Committee.

ADDITIONAL CARDS TO BE PRINTED BY L. C. FROM COPY PREPARED BY OTHER LIBRARIES.

(a) More books in English published in Great Britain might be assigned to libraries to prepare copy for printing, instead of waiting for L. C. cards from three months to a year or more when the card orders are marked *Oc, Rc, Rdl.*

(b) Since the value of a printed card is decidedly greater when the class mark is given, why not give the Dewey Decimal class mark on the cards which L. C. prints for libraries which use the Dewey Decimal Classification? Even if not approved by the D. C. authorities they should be given for what they are worth.

(c) Print more cards for libraries that prepare copy promptly and use L. C. or Dewey Decimal classification.

(d) Print individual entries with contents for certain annual publications in English which are regularly analyzed by all libraries, but for which there are no L. C. cards.

Here are sample titles suggested for analyzing.

Best plays of (1931-32, etc.)
Best short stories of (1932, etc.)
University debater's annual.
Intercollegiate debates.
Society of arts and sciences. New.
O. Henry memorial award. Prize stories of....
Columbia university. Teachers college.
Educational yearbook of the international institute of Teachers college, Columbia univ.

(e) In order to decrease the cataloging load of the Library of Congress and assure prompt cataloging, assign the preparation of serial monographs of a given American university to the library of that institution whenever practicable. If the Cooperative Cataloging Committee had asked the libraries to send in a list of titles which were being held for three months or often longer, they would have found that many universities and public libraries were waiting for cards for books published in Great Britain, for serial monographs issued by American universities, and for U. S. Bureau of Education cards.

UNION CATALOG—PHOTOSTAT COPIES.

The cards of very few libraries in the Union Catalog give L. C. or Dewey Classification, and subject and added entries. The value of these cards as cataloging aid is therefore often not worth the .045 charge for the photostat copy since the L. C. form of entry is supplied by the Card Division on all titles searched in the Union Catalog without cost except the regular charge of .03 for researching entries in the Union Catalog.

We would suggest that more libraries that use L. C. or Dewey Classification and have a high standard of cataloging be requested to send in CDU copy (i. e., copy desired for Union Catalog) to replace cards in the Union Catalog now reported *Dsu, Dmu,* (meaning there are only short or medium entries) also for such as do not have classification, or use one peculiar to that library, and whenever subject and added entries are not given on the face of the card. It would be a decided advantage to transfer to the master card in the Union Catalog both the L. C. and D. C. class marks. If this were done, in the course of time, most of the cards in the Union Catalog would actually serve the double purpose of locating copy and aiding in cataloging.

Most of the cards supplied for the Union Catalog by the cooperating libraries beginning with 1933 will have subject and added entries on the face of the card. From the photostat copies received within the last two years we have learned the following facts and accordingly have limited the purchase of photostat copies from the Union Catalog to the cards of only two or three libraries.

	Classification	Subject and added entries	Full bibl. information
Boston Public	their own	yes	yes
Chicago Univ.	L.C.	yes	yes
Harvard	their own	seldom	no
Illinois Univ.	D.C. & L.C.	no	yes
John Crerar	D.C.	no	yes
Michigan Univ.	D.C. & L.C.	yes	yes
New York Public	their own	yes	yes
Princeton	their own	no	no

Is there a place for the library schools in this cooperative cataloging enterprise? There is a decided obligation and opportunity, but it is one that has been neglected by many of the schools, as was the case, until within recent years, in the teaching of unit card cataloging, L. C. form of entry and L. C. subject headings, much of which is still inadequately taught even in the advanced cataloging courses.

Twenty years after L. C. cards were used by hundreds of libraries, Miss Della J. Sisler, of the University of California Library wrote in THE LIBRARY JOURNAL of September 1, 1925:

"Since the Library of Congress cards are coming into such general use throughout the country, it becomes increasingly important in the interests of co-

operative cataloging to adopt a common standard, at least for the main entries. . . If all library schools were to use the same code, this would eliminate much confusion in the teaching of cataloging, as well as its practical application in various libraries."

A recent graduate from one of the largest library schools writes:

"My library school course in cataloging taught practically nothing about the extensive Library of Congress service that is available. We were shown samples of various types of entry on L. C. cards; but we ordered cards only once and then merely made out slips; with no follow-up to learn the significance of L. C. markings or a method of keeping records of orders. Cooperative cataloging was outlined in one lecture, which touched on the subject in the abstract, only as a movement on foot. I have found that the cataloging we learned was too simple, taught too much by parts rather than as a unified whole process, to fit us for actual cataloging—and particularly for cooperative cataloging—without a great deal of practical experience in a library."

Perhaps some of the ills mentioned may soon be remedied since there is a newly appointed Committee on the Revision of the A.L.A. Catalog Code of 1908. The questionnaire on library school training prepared by the Junior Members Round Table of the A.L.A., which was sent to recent graduates, is another progressive step in constructive self-examination and criticism.

Library schools might also assist by making a regular practice of sending a questionnaire to each newly appointed recent graduate and another one to the immediate chief of the new appointee. The questionnaires might be sent several months after the appointment and be filled out by both parties without consultation between them. No doubt it would result in some helpful suggestions for all concerned.

When teachers of cataloging are required to have a more practical and varied experience in all aspects of the work and begin to teach the subject as a cooperative enterprise, their students will take the leadership in this most interesting phase of bibliographical cataloging.

Cooperative cataloging begins and ends with the Library of Congress, and we owe to Mr. C. H. Hastings, chief of the Card Division, much credit for the splendid progress it has already made.

Changeling

Oh, now that life has found a niche for me,
I may break vows I made under duress;
Time will erase the scars made on my knee
By kneeling at the shrine of bitterness.
While I am clasped in arms that hold me dear
The mistral beats about my house in vain;
And yet, through whispered words of love, I hear
Skeleton fingers tapping at the pane.
And sometimes when the fire glows warm and bright,
And I would rather crouch on drowsy haunches,
You'll find me stealing out into the night,—
To trace the moonbeams on frost-crusted branches.
For in my heart a charmed voice still sings
The loveliness of wild and lonely things.

——HELEN LEDYARD PEUND.

The Fiction Problem In Washington

By W. TAYLOR PURDUM

Chief, Accessions Department, Washington, D. C., Public Library

THE PUBLIC LIBRARY of the District of Columbia has given particular consideration to the fiction problem during the past year. As have other libraries, it has questioned the wisdom of a public educational institution's expending funds for the acquisition of light and ephemeral fiction. In the case of mystery stories, it has raised the question whether or not they may exert an influence toward crime. Both affirmative and negative arguments have been ably set forth in print during recent months and need not be repeated here, but the practical solution, although perhaps only temporary, will doubtless be of interest to others and may be suggestive and helpful.

A special committee was appointed by the librarian, Dr. George F. Bowerman; a larger committee of nine persons was also appointed, to whom the special committee was to submit its draft of a report, for criticism. The committee was directed by the librarian to consider the following aspects of the question:

The approximate number of new titles to be bought during the coming year; the make-up of the fiction list, that is, the absolute or relative number of novels chosen because of distinct literary value and the number or proportion of mysteries, detectives, westerns, and loves; whether the purchase of any of these should be postponed until they are available as cheap reprints or whether they should be bought at once, if at all; the extent of duplication; the replacement of titles once popular but of inconspicuous literary merit.

The final report, approved by the librarian, is printed below. The percentages represent approximately the proportions of new titles in the various classifications purchased during the fiscal year, 1930-1931. This library has been conservative in its selection of fiction and these divisions seem to be reasonable.

I. POLICY OF ADULT FICTION PURCHASES FOR THIS LIBRARY:

A. During the fiscal year 1932-33 the number of new titles selected for duplication should not exceed 200. This is not a mandate to purchase this maximum number, unless the quality and quantity of the year's publications justify it. In addition to these 200 titles it will probably be desirable, from time to time, to purchase one copy only of certain new novels for special reasons.

B. The make-up of the purchases should be approximately as follows:

1. Sixty-seven per cent worth while novels of varying degrees of literary merit. Books which could be questioned on moral grounds or because of incidental eroticism should naturally be bought only because of distinct merit.
2. Thirteen per cent harmless light stories, including loves.
3. Ten per cent westerns.
4. Ten per cent mysteries. They should be the ones which are least likely to exert influence toward criminality, and least suggestive of present day situations.

It is expected that the branches will adhere closely to these percentages.

C. Although in agencies where books in classes 2, 3, and 4 under B are in demand, the original edition should be purchased as soon as possible after publication, nevertheless consideration should be given to the fact that about a year after publication such books are available in reprint editions at about one-third the price of the original edition. Not over 30 per cent of the total book fund of any agency shall be spent for fiction and of this amount the total allotment for books in classes 2, 3, and 4 shall not exceed 33 per cent.

D. In accordance with the present practice, titles once popular but of inconspicuous literary merit and no longer in demand should not be replaced. Titles included in classes 2, 3, and 4, if still popular, should be replaced to a reasonable extent.

II. It is recommended that the acquisitions department keep a record, classified as under B-1, of the new titles added to the library.

Reading must be an adventure, or all the salt goes out of it.——HUGH WALPOLE.

Librarian Authors

HENRY E. DUNNACK was born in Grafton, Nova Scotia, May 15, 1869. He is a graduate of Bowdoin College and Bangor Theological Seminary and received the degree of Litt.D. from the University of Maine in 1931. Before coming to the state library he was for seventeen years minister of Green Street Church at the state capitol. He is greatly interested in social and economic problems, educational and fraternal work. He has served on the Board of Education of Augusta, Maine, and is a trustee of Kent's Hill School. He is National Chaplain of the Modern Woodmen of America.

He is widely known as a public speaker and his services as a lecturer are in constant demand. Among his many popular inspirational lectures are "The Ring and the Book," "Building a Democracy," "The Conservation of Life," and "Idols of an Unfurnished Mind," the latter first delivered at the A.L.A. Conference at Toronto in 1927, and subsequently reprinted in *Libraries*. Many of Mr. Dunnack's addresses have been printed separately, notably a memorial biography of George Bussey, *The Old Schoolmaster*, and *Maine Methodism*, an address delivered at the Centennial of the Organization of the Maine Conference of the Methodist Episcopal Church of Maine.

Mr. Dunnack's first book was *The Maine Book*. From many sources he gathered into one readable volume a review of all phases of Maine's history, its development, sociologically and industrially, its literary history and its contribution to literature. *Maine Forts* (1925) is a state publication. Originally planned to be a brief manual descriptive of forts, it grew into a beautifully illustrated volume of great historical interest. *Manual of Maine Government* (1921), is a brief statement of facts every voter should know, presented in an interesting and simple form. It covers the procedure of voting and elections in Maine with chapters on local, state and national government. *Rural Life in Maine* (1928) is the fruit of years of study of the rural problems of the state and may be regarded as an important contribution to rural sociology.

Mr. Dunnack is devoted to the cause of popular education and was quick to perceive how the library could be used by the promotion of that purpose. He can speak and write and that has proved to be the valuable adjunct to the routine of the administration of his office. During the World War he served as Supervisor of all libraries at camps, forts and stations in Maine. He has served as president of the National Association of State Libraries, and of the Maine Library Association, as member of the American Library Association council and of the Maine Library Association council. Under his administration existing activities in the Maine State Library have been extensively developed and new activities instituted.

Harry E. Dunnack

It is not often that the value of a state official is so appreciatively acknowledged as was Mr. Dunnack's at the time of his recent reappointment by Governor Gardiner. The press of the state was unanimous in commending the governor's action in appointing for another five years of service a man who had "become an essential part of the library itself." All over the state people agreed with the editorial writer who said of him, "he should always be librarian—and after that librarian emeritus."

Note Of Correction

THE ANNOUNCEMENT sent to you (LIBRARY JOURNAL, January 1, p. 44) of the appointment of Miss Marjorie Crane, Pittsburgh '28, as Head of the Children's Department of the Utica Public Library, Utica, New York, was an error.

We would appreciate very much your making this correction.

——FRANCES H. KELLY.
Carnegie Library School, Pittsburgh, Pa.

THE LIBRARY JOURNAL

February 1, 1933

Editorials

"TECHNOCRACY" has come knock, knock, knocking at the library door and threatens more material than shelves and budgets can provide for. "Technocracy" emphasizes the fact that we can no longer test cost of product by hours of human work. A truth also brought forward, though without blare of trumpets as though a discovery, by the President's Research Committee on Social Trends, "Modern civilization rests upon energy derived from inorganic matter rather than human or animal sources." "Technocracy" also emphasizes usefully the danger of heaping up indebtedness in bonds and other obligations which will become a terrific burden when the day of judgment arrives. The thought opens up important problems which it apparently does not attempt to solve. This vagueness will probably make books on "Technocracy" quite ephemeral and most readers should not be encouraged to waste time upon them. The fine sounding word has taken the public fancy and there will doubtless be a wide popular demand for the deluge of books and pamphlets likely to follow. We print in this issue the authorized list of recommended books. Care should be taken, however, in purchases.

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IT HAS BEEN suggested that Bellamy's *Looking Backward* prophesied "Technocracy" as it did so many other developments of the present day. The analogy is only seeming for in that Utopia of a socialized state money was not used because everybody had a card entitling them to so much goods, and the short labor day is almost the only connecting link. Price-value was not abolished and apparently what Howard Scott, in his book which leads the procession into the book market, has vaguely in mind is that the present price structure may be modified, as was the case when the new world through Spain poured its gold upon the old world or again when medievalism gave place to modernism. A thirty-two page pamphlet by Stewart Chase "Technocracy an Interpretation" (John Day), perhaps the best summation of the pros and cons, reminds us that after all only half the working population produces things, while the other half as teachers, doctors and ministers does service. Librarians, of course, have service jobs and cannot be counted out by the Technocrats when they possess the earth!

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THE ENDEAVOR in Spain to bring the rural population up to the level of a free and intelligent citizenry has taken interesting shape in the pedagogical pilgrimages which are now to be found here and there throughout the country. These include a company of perhaps a dozen university men and women led by a Professor traveling from village to village in wagons with a remarkable educational outfit. At each village stop, lasting for some days, the radio is set up and an improvised stage gives opportunity for simple plays. There are elementary talks, books are loaned and as the party moves on it leaves a traveling library to give the rural folk a further taste of good books. Nothing could promise better for the future Republican Spain than this novel and ingenious development in the direction of popular education.

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THE LIBRARY profession loses its outstanding veteran in the passing over to the majority of Charles Alexander Nelson, whose activities ceased only with his life in his ninety-third year. For the past three years, living in retirement with his daughter, Mrs. Clifford Buck, he has been busy in scholarly work, still finding work, as he had all his life, the best life saver. A Maine boy, born at Calais in 1839, he took early to library work and in his teens or earlier helped in a local library. When he entered Harvard he became, in his second year, a library assistant, and after his graduation in 1860 became an instructor and assistant librarian. Returning to the East from North Carolina and Missouri where he was a college Professor of Greek he came to the work with which he was identified for nearly a decade as a cataloger in the old Astor Library. Further library service he did at New Orleans, Chicago and finally at Columbia University. He was one of the early members of the A.L.A. and served it officially, and his library friendships were wide indeed. No one in the past history and possibly no one in the future history of the American Library Association will have such a record.

Library Chat

"My father has got a transfer of a ticket for the Bristol Library, which is an extremely fine one; and what makes it appear ten times finer is, that it is very difficult for strangers to get into. From thence he can get almost any book for us he pleases, except a few of the most scarce, which are by the laws of the library immoveable. No ladies go to the library, but Mr. Johns, the librarian, is very civil, and my mother went to his rooms and saw the beautiful prints in Boydell's *Shakespear*. . . . We next proceeded to the University Library, not nearly so fine as the Dublin College Library. Saw Edward the Sixth's famous little MS. exercise book: hand good, and ink admirable: shame to the modern chemists, who cannot make half as good ink now! Saw Faustus' first printed book and a Persian letter to Lord Wellesley, and an Indian idol, said to be made of rice, looking like, and when I lifted it feeling as heavy as, marble. Mr. Smedley smiled at my being so taken with an idol, and I told him that I was curious about this rice-marble, because we had lately seen at Derby a vase of similar substance, about which there had been great debates. Mr. Smedley then explained to me that the same word in Persian expresses rice, and the composition of which these idols are made. . . . We saw the MS. written on papyrus leaves: I had seen the papyrus at the Liverpool Botanic Garden, and had wondered how the stiff bark could be rolled up; and here I saw that it is not rolled up, but cut in strips and fastened with strings at each end. . . . In this library were three casts, taken after death—how or why they came there I don't know, but they were very striking—one of Charles XII with the hole in the forehead where the bullet entered at the siege of Fredericshall; that of Pitt, very like his statue from the life, and all the prints of him; and that of Fox, shocking! no character of greatness or ability—nothing but pain, weakness and imbecility. It is said to be so unlike what he was in health, that none would know it. One looks at casts taken after death with curiosity and interest, and yet it is not probable that they should show the real natural or habitual character of the person: they can often only mark the degree of bodily pain or ease felt in the moment of death. I think these casts made me pause to reflect more than anything else I saw this day. . . . Went next to Trinity College Library: beautiful! I liked the glass doors opening to the gardens at the end, and trees in full leaf. The proportions of this room are excellent, and everything but the ceiling, which is too plain. The busts of Bacon and Newton excellent; but that of Bacon looks more like a courtier than a philosopher: his ruff is elegantly plaited in white marble. By Cipriani's painted window, with its glorious anachronisms, we were much amused; and I regret that it is not recorded in Irish Bulls. It represents the presentation of Sir Isaac Newton to His Majesty George the Third, seated on his throne, and Bacon seated on the steps of the said throne writing! Cipriani had made the King, Henry VIII, but the Fellows of the College thought it would be pretty to pay a compliment to His Gracious Majesty George III, so they made Cipriani cut off Henry VIII's head, and stick King George in his place: the junction is still to be seen in the first design of the picture, covered with a pasted paper cravat! like the figure that changes heads in the Little Henry book. . . . Saw Milton's original MSS. of his lesser poems, and his letters and his plan of a tragedy on the subject of Paradise Lost, which tragedy I rejoice he did not write. I have not such delight in seeing the handwriting of great authors and great folk as some people have; besides by this time I had become very hungry, and was right glad to accept Mr. Smedley's proposal that we should repair to his rooms and take some sandwiches."

——From MARIA EDGEWORTH: *Chosen Letters.*

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"Dr. Johnson, you remember, used to pray to be delivered from vacillation and vagrancy of mind. I reiterate that prayer, but I am somewhat encouraged to remember that when I visited a library school in Wisconsin, some months ago, I first heard about the Dewey Decimal System, which is the great intellectual crutch of the librarian profession. The Dewey Decimals are those mysterious digits you find on library cards, by which all kinds of literature are pigeonholed and classified. And in a moment of morbid curiosity, at the Wisconsin Library School, I asked what was my classification number in the Dewey Decimal System, and they told me it was 815.5. I didn't know whether to be cheered up or depressed. I didn't know whether that was supposed to be reckoned on a scale of 1,000 being perfect, or just what it meant, so I inquired, and they said, "815.5 means American Miscellaneous." And of course the tragedy is that once you have been classified in that Dewey Decimal System, you have to stay in that classification forever, because naturally you can't ask the Library of Congress to reprint all those cards and the librarians all over the country to shift their classifications. If you are once rated "American Miscellaneous," so you remain. I do feel at any rate that it gives one a sort of roving commission that atones for some apparent irrelevancy."

——From CHRISTOPHER MORLEY: *Ex Libris Carissimis.*

A. L. A. Midwinter Meeting

College Library Advisory Board

THE FOLLOWING resolution was passed by the College Library Advisory Board and presented at the meeting of University and College Librarians on Wednesday afternoon, December 28. It was unanimously adopted by the group. Many of the small colleges which are not depository libraries are being charged now for their government publications. The basis of the charge is not clear, but there is a new policy developing in Washington in regard to the distribution of documents to non-depository libraries, which is of interest to colleges.

WHEREAS various departments of the U. S. government have removed from the free list many college libraries, not depository libraries, stating that such libraries do not fall within the class selected to receive free publications of the departments concerned,

IT IS THEREFORE RESOLVED, That the appropriate committee of the American Library Association be requested to obtain and print in the *Bulletin* a statement of the modifications made by government departments in the distribution of documents and to investigate whether such changes will prove a hardship to the libraries concerned.

League Of Library Commissions

THE LEAGUE of Library Commissions met Wednesday, December 28 at 8 P. M. Miss Culver, president, presided. Eleven state agencies were represented, and about sixty attended the meeting. Miss Katherine H. Wead, regional librarian, told of the experiment of the Vermont Regional library. The idea of this experiment began with the organization in 1928 of the Vermont Commission on Country Life. A survey was made of a variety of subjects, including education. Library service was originally studied as a part of the educational survey but the sub-committee became a separate unit and called itself the Vermont Library Experiment Committee. "With the backing of the American Library Association and the Adult Education Association and basing its appeal on the evidence from a very thorough survey of a small typical territory, it procured funds from the Carnegie Corporation for a two-year experiment in regional library service to be carried on by a so-called Regional librarian, beginning in June 1931." The result of the experiment thus far is vague, and there are not many tangible results. There has been a decided renewed interest in library service, however, and everywhere there is friendliness. The committee is convinced that regional service is desirable and that as much progress has been made in two years as possible. They are trying to build a lasting foundation for better, but not more, libraries in Vermont. This experiment will be up in June 1933, but they are hoping to continue with new fields of activity in library centers in the state.

State plans for certification were discussed. Mr. Windsor, director of the University of Illinois library, and Mr. Lester, director of the Wisconsin Free Library Commission, told of the Illinois and Wisconsin policies.

Mrs. Frank J. Sheehan, Gary, Indiana, chairman of the Committee on Library Extension, General Federation of Women's Clubs, talked on the Cooperation of Federated Clubs and State Extension Agencies. She gave the early history of the Clubs, telling of the work of the Clubs in establishing libraries and of the interest and influence in the establishing of Library Commissions. She also spoke of the library demonstrations in different states that had been sponsored by the Women's Clubs.

Mr. Tolman, director of the Extension division, Education department, New York State Library, spoke on "Our Responsibility in the Nation-Wide Campaign to Develop Interest in Libraries and Reading." He told of the organization and the aim of the Citizens' Library Committee in New York and of the work they are doing, and suggested that he thought every state would find such a committee valuable to library interests. The organization of the Association for Progress through Libraries was explained and he thinks this Association offers a unique opportunity to the League of Library Commissions and the extension agencies to do effective work. Because of this he suggests that the League accept the suggestions of the Association and recommend the various commissions and organizations of citizens' committees in states where none exist and the strengthening of citizens' committees in states already having such organizations.

Members of the League were asked to remain for a short business meeting. The minutes of the last meeting and the Report of the Treasurer were read by the Secretary-Treasurer. Miss Culver asked Miss Leora Lewis to present the report of the Survey Committee. At the meeting of the League in New Orleans, in April 1932, the question of making a new count of people with and without library service was rais-

ed. It was decided that this might be taken up as a League project and was referred to the Survey Committee. At the request of the Chairman, Jane Morey, a tentative survey form has been set up in the A.L.A. Library Extension office for criticism. There were some criticisms and comments made but as very few people were there Miss Lewis suggested that the Survey be referred to the Executive Board, and their report will then be sent to Miss Merrill. Miss Bement read the following resolution concerning the work of promoting library service in the South. The motion was moved and seconded that the resolution be accepted.

The League of Library Commissions takes this opportunity of expressing its belief in the importance of the work done in the southern states by the Field Agent of the American Library Association in the South in promoting library extension service; we recognize that conditions have not been altogether favorable but that in spite of untoward circumstances a great deal has been accomplished and that much remains to be done; we most gratefully acknowledge the great assistance that the grant of the Carnegie Corporation has been in achieving the results so far accomplished and in laying the foundation for future development, as well as our obligation to continue the work so well begun; we also invite special attention to the lack of library commission facilities in the southern states;

BE IT THEREFORE RESOLVED, That the League of Library Commissions most heartily approve of the work undertaken and accomplished, and we recommend to the Library Extension Board of the A.L.A. that the work in the southern states be continued, and that the Library Extension Board make request of the A.L.A. Executive Board for funds necessary to prosecute the work with vigor, and we sincerely trust that the Executive Board may find it possible to grant funds for the purpose.

Mr. Lester reported that nothing definite had been done by the committee that was appointed to work with the Social Science Research Council to make a thorough investigation of the relations between all phases of library organization and governmental set-up. The functions and programs of the A.L.A. Extension Board, as adopted December 28, 1932 was presented by Mr. Lester, chairman of the Library Extension Board, as follows:

"At the meeting of the Library Extension Board this morning it was voted to transmit to the League of Library Commissions the statement, which we have been formulating, to outline and make definite the program of the Library Extension Board, and to invite the League of Library Commissions to make a corresponding formulation of its own field and functions, looking toward more effective cooperation."

A.L.A. LIBRARY EXTENSION BOARD
Functions and Program Adopted December 28, 1932

I. *Functions*

(General statement, to the A.L.A. Council and Membership, to supplement "Fields and Functions of the A.L.A.")

In these changing times there has been demonstrated, to an extent never before realized by the country as a whole, the value of public library service to all the people. The importance in a democracy of clear thinking based on adequate information has been made evident. There is a responsibility upon the A.L.A. to aid in making available to all the people through this useful institution—the public library—ample printed matter bearing upon all phases of human life and endeavor, organized on a unit large enough for effective service.

The Library Extension Board believes that in the near future emphasis should be put on:

1. Helping the public libraries already in existence to render the most effective service possible, through information and advisory service, development of standards and measurements and stimulus to library trustees.
2. Promotion of wide-spread and informed interest in library service through the many organizations—nation, regional, state—which are carrying on effective movements for human advancement, and development of plans for the future in which the library should be included.
3. Strengthening the position of public libraries in the minds of the public in general, through preparation and wide distribution of leaflets and through articles in general, educational and farm journals and other media.
4. Encouraging demonstration, through actual example as a going concern, of what a library agency can do in state, county, city.
5. Consideration of the whole governmental set-up of libraries, including laws and schemes of taxation adapted to modern times, effective budget structure, adequate local support, and state and Federal aid.
6. Development of other needed fundamental fact material, in cooperation with the A.L.A. Advisory Board for the Study of Special Projects.
7. Strengthening of the leadership for rural public library service, to meet the new demands, through institutes and conferences.
8. Since library progress must be made state by state, in forty-eight different states and nine Canadian provinces, a most important function of the Board is stimulus and service to the official state and provincial library extension agencies, cooperation with the League of Library Commissions in this field, aid in the establishment of state agencies in states and provinces still without them and in the development of state-wide programs and of state citizens' library committees.

II. *Concrete Program for the Immediate Future*

(Directed rather to the Executive Board)

For the prosecution of library extension work in the immediate future, through a Public Library Advisory Department at A.L.A. Headquarters, the Library Extension Board recommends:

1. Advisory and information service as a continuing part of the departmental activity.
2. Development, in cooperation with several interested committees, of public library standards, measurements, score cards and self-survey forms.
3. Cooperation, as a continuing policy, with national, regional and state educational and social agencies.
4. Special effort to arouse and inform library trustees and to aid in organizing citizens' library movements.

5. Provision of magazine publicity in the field of library extension and of the needed leaflets.
6. Maintenance of a close relation with the development of the study of public administration of public libraries.
7. Bringing to the attention of the new A.L.A. Advisory Board for the Study of Special Projects the research already projected (as, a study of county library administration and policies), urging their promotion and cooperation in plans for them.
8. Advisory assistance in legislation and in planning legislative campaigns; continued collection and compilation of library extension legislation in the various states, supplementary to *American Library Laws*, and cooperation with the League of Library Commissions and the Committee on Legislation in plans for making it available.
9. Supplementing work at Headquarters with field visiting and conference.
10. Continued regional field work in the South, and development of effective interest in the possibility of demonstrations or intensive work in other regions, as the Rocky Mountain section.
11. Plan for a Southern rural library extension institute.
12. Continued foundation work for the future development of effective state library extension agencies.
13. Continued cooperation with the League of Library Commissions, the County Libraries Section, the National Association of State Librarians, the Trustees Section, and other professional groups interested in the library extension field.
14. Placing the accumulated experience of the Library Extension Board at the service of other professional groups which can make use of it, and rendering such cooperation as may contribute to effective results.

A motion was made and seconded that the report be accepted and that the League make a corresponding formulation of its own field and functions.

——HAZEL B. WARREN,
Secretary-Treasurer.

Normal School and Teachers College

THE NORMAL SCHOOL and Teachers College Librarians Section of the midwinter meeting of the A.L.A. at Chicago was held in Room C at the Drake Hotel on Thursday, December 29 at 2:30 in the afternoon. Miss Anna V. Jennings, librarian, Nebraska State Teachers College, Kearney, was chairman, and a goodly representation of normal school and teachers college librarians attended. Miss Ethel Hook, director of libraries, Northeast Missouri State Teachers College, Kirksville, spoke on "Teachers College Library Objectives." She stated that the objective of a library is far beyond that of furnishing reference material. A library should be organized with view to growth continually in mind. Their objective has been so to handle the library that it keeps both faculty and students alike stimulated far beyond their own mental experiences. She laid special emphasis upon their Cooperative Library, which is primarily a faculty library, where they try out books for the general student. An appropriation from the general fund is made to this library. Most of the books are recommended by the faculty, and some 1,000 books a year are read in all fields.

The section was fortunate in hearing Dr. B. Lamar Johnson, librarian and Dean of Instruction of Stephens College, Columbia, Mo., who discussed "Instruction in the Use of Books,"—stressing particularly ideas brought out by Mr. Headley in his *Making the Most of Books*, as well as his own plan at Stephens College for library instruction. Dr. Johnson holds conferences with the teachers at the beginning of each school year on ways and methods to be used in library instruction with the following results: (1) putting outlines in hands of teachers and students on how to use books and libraries, (2) discussions of problem of teaching students how to read literature as contrasted with science, history, etc., (3) finding that a large number of teachers give topical assignments, and (4) outlining practices which make it possible for teachers to work with students and a group of books. This instruction is a vital part of college education and its importance cannot be over-emphasized.

The meeting closed with many lively and interesting discussions of the two above papers led by Miss Jennings. Preceding the regular meeting some fifteen teachers college and school librarians attended an informal luncheon at Jacques Restaurant. At that time Miss Hostetter of the A.L.A. staff presented some interesting ideas concerning a course for Teachers Colleges in the Use of Books and Libraries, which might possibly be linked with a general course in School Administration.

——SARAH M. FINDLEY,
Acting Secretary.

Publicity Committee

THE TOPIC of discussion for the joint meeting of the Publicity meeting and League of Library Commissions was Publicity and the Budget. Miss Smith, chairman of the meeting, spoke of the present financial crisis of the world and of libraries particularly. She explained the need of publicity now, more than ever before, in order to make the "powers that be" realize the value of libraries to all communities. There was an informal discussion of experiences in library publicity. Mr. Kaiser, librarian of the Oakland (Cal.) Public Library, was not there, but had sent a statement about "How the Oakland Public Library appropriation was increased for 1932-33." Mr. Howard, librarian of the Hammond (Ind.) Public Library, discussed Mr. Kaiser's outline. The report was read, and copies were distributed. Miss Wright, librarian of the Evans-

ton (Ill.) Public Library, explained charts they had prepared to emphasize their budget request. Mr. Sanderson, assistant librarian of the Toronto Public Library, explained charts they used to show figures of increase of circulation. Mr. Vitz reported on newspaper publicity in Toledo and emphasized the need for state wide publicity rather than individually. There is a special publicity campaign in Ohio at the present time. Others entered into the discussion, and Mrs. Rossell said that an article on graphic methods of presenting figures would probably be published soon in the A.L.A. *Bulletin*. Mr. Compton, assistant librarian, St. Louis Public Library, told of the program the Missouri Library Association had worked on for years—that of working for a constitutional amendment providing for separate library tax in Missouri. Work on this has ceased temporarily and they are working definitely on general library publicity through releases in papers throughout the state. The releases are sent to about 200 libraries, and they are given to their local papers. These releases, and compiled suggested talks about library service are bringing good results in the state. Mr. Tolman, director of Extension division, New York State Library, criticized some methods of publicity work, and suggested real human interest stories in newspapers as most effective. Mr. Ulveling and Miss Crane, Detroit, told of actual work that prevented a more drastic cut in their library appropriation. Mr. Locke, librarian of Toronto Public Library, spoke of the importance of making city officials realize the value of the library to the people. An explanation was made by Miss Smith of the Publicity work of the American Library Association. It is intended to supplement state or local publicity, and the facts and information sent out by them can be used locally. Recent copies of *Leads*, published by the Publicity Committee were distributed and discussed. The meeting was very informal and many good ideas were given.

——HAZEL B. WARREN,
Secretary.

Trustees Section

CHAIRMAN Gallagher opened the meeting with a few introductory remarks. He said that maintenance of tax-supported libraries is necessarily involved in the problem of public finance and taxation. In the agitation for reduction in public expenditures, thought must be taken to eliminate waste, inefficiency and crookedness and at the same time preserve the proper and essential functions of government. In this readjustment of government expenditures the public library must face the test of usefulness and justify itself. The trustees must frame its budget on a basis of strictest economy adequate enough to allow full functioning of the library. In presenting this budget for approval, they have in their favor, the increased demands made on the library and a clear financial record with no past extravagancies. Libraries have been benefiting from the critical surveys of municipal expenditures being made throughout the country, Baltimore, Richland Co., South Carolina, Oakland, Calif., and Duluth being examples.

Mr. R. C. Platt talked on "Essential Need of Library Service Under Present Conditions." While thoroughly aware of the conflicts between the interests of the taxpayer and the demands of the larger public services at the present time, he believed the public library will continue to function in our community life. Perhaps as a tribute to enforced leisure but also because it meets an essential intellectual and spiritual need which men will not sacrifice in economic desperation.

Mr. J. O. Modisette talked on "Our Responsibility as Trustees in Maintaining Revenues for These Essential Services." He shared Mr. Platt's view that the present depression does not warrant alarm as to the future of the library. The trustees' duties call for inflation of library service and it is the psychological time to strike for federal aid for public libraries and then state, county and municipal aid.

Mr. J. J. Weadock talked on "How Can Libraries Profit By Citizens' Committees, Taxpayers' Leagues and Organizations Working For Reduction Of Public Expenditures." To profit by these various agencies, the library trustee must change. He can't be content with discussion of books at board meeting but must show Mr. Taxpayer by arguments of service and public welfare the true position of the library. Libraries today are one of the greatest welfare movements for the mind of man in this depression and the trustee must sell that idea to his community through teachers' meetings, Rotary Clubs, etc.

Mr. R. D. Shanesy talked on "Facts and Figures Which Will Aid In Arousing Public Opinion In Establishing the Library's Claim To Support at This Time." Mere figures will not be successful in indicating increased use of the library but charts such as the Evanston Public Library got out with the salient facts pictured will help get this across to your community.

In the discussion that followed, Mr. Gale of Minneapolis suggested taking a cooperative attitude toward reduction saying that Minneapolis had taken a 10 per cent cut in pay and two weeks of enforced holiday, realizing the absolute necessity for it. He also suggested as other lines of economy income producing activities, shortening time books may be taken out, decreasing over-

head, more rigid enforcement of fines. Rental libraries were mentioned. Mr. Gallagher said that rental libraries as a part of public libraries would be against the law in Illinois.

Mr. Porter Paddock then presented some resolutions[1] prepared by a committee consisting of himself, Mrs. Paul Burt, Mr. Charles M. Cartwright, Mr. J. O. Modisette and Mr. Tillman Van Gunter with a view to present in concrete form some of the things said in the meetings. Judge O. L. Wildermuth in praising the resolutions stated that the trustees should be willing to work with the tax-reducing organizations which are sincere in their aims and that after eliminating all waste in the functioning of the library, should be ready to reduce expenditures where it was essential to do so, each problem of reduction being an individual one. The resolutions were unanimously adopted as the concensus of opinion of the meeting.

The meeting closed with the reading by the chairman of the statement made by Mr. Newton T. Baker after reading the resolutions just voted upon. Mr. Baker said:

"I think the proposed statement sensible and effective. The fact is that in times like these the services of the public library are simply indispensable, if we are not to start a relentless march backward toward barbarism. Not only is the library a place of comfort and relaxation to weary and depressed people, but it is the fundamental mine of the historical and other knowledge necessary for the use of the citizen who is going to take an intelligent part in the discussion and determination of public affairs.

"If the libraries of the country were closed tomorrow the average intelligence of the citizen would recede to a point which I can not convey, but which would be manifested in the prejudiced, impulsive, and hurtful determination of public questions by popular action."

1 LIB. JOUR. 58: 75-76.

University And Reference Librarians

THE UNIVERSITY and Reference Librarians held a joint meeting with the College Librarians of the Middle West on Wednesday afternoon, December 28. In the absence of the chairman of the Steering Committee, Mr. Donald B. Gilchrist, University of Rochester Library, the meeting was presided over by Mr. Jackson E. Towne, Michigan State College Library. Douglas Waples, Professor of Educational Method at the Graduate Library School of the University of Chicago, reported on "College Libraries and Student Reading," and mentioned reading experiments at the University of Chicago. As an introduction to a paper by Mr. C. M. Baker, Director of Libraries at the University of Kansas, the chairman read a selection from the library chapters of the *Survey of Land-grant Colleges*. The ensuing debate then tended to deal with the comparative definiteness with which faculty members should be informed of book apportionments, provided the librarian chooses to make apportionments. This was a natural departure from the title of the debate as printed in the program. The meeting was concluded by a talk from Mr. J. A. McMillen, Louisiana State University Library, on "Gathering Historical Source Material in the Deep South."

The University and Reference Librarians met again on Thursday evening, December 28, and again in the absence of the chairman of the Steering Committee, the meeting was presided over by Mr. Jackson E. Towne, Michigan State College Library. Mr. K. D. Metcalf, Chief of the Reference Department, New York Public Library, read a report on "Cooperative Cataloging Activities, 1932-33." Mr. Edward A. Henry, Director of Libraries, University of Cincinnati, speaking on "Films versus Books," reported that Harvard, Yale, the Library of Congress, the Huntington Library and the Clements Library will furnish films of their books at a cost of one and one-half to five cents per page; and Columbia, Chicago, Johns Hopkins and the New York Public Library will probably soon undertake to supply requests for film reproductions. The meeting was concluded by a charmingly informal paper by Mr. J. Christian Bay, John Crerar Library, on "Librarians' Foibles and Hobbies."

——JACKSON E. TOWNE.

Catholic Library Association

THE ANNUAL midwinter Conference of the Catholic Library Association was held at Chicago, December 27 and 28. Catholic librarians from ten States enjoyed the most successful Conference on record. The program opened with the celebration of Mass by Rev. John M. Nugent, O.P. of Fenwick High School, Oak Park, Ill. The sermon was preached by Very Rev. Francis V. Corcoran, C.M., Ph.D., president of De Paul University, Chicago. The first session of the Conference held at the Cudahy Memorial Library, Loyola University, was featured by papers read by Rev. Frederick E. Hillenbrand, librarian, St. Mary of the Lake Seminary, Mundelein, and by Rev. John McCormick, S.J. of Loyola University. Discussions of these papers were led by Rev. Francis S. Betten, S.J. of Marquette University, Milwaukee, and by Miss Mary Louis McPartlin of Loyola University. Rev. Sylvester Brielmaier, O.M.Cap., librarian, St. Anthony's Monastery, Marathon, Wis., presided over the first session.

At the second session presided over by Miss Jeannette J. Murphy, librarian, St. Mary's College, Notre Dame, much interest was manifested

in the dissertations of Miss Eva M. Perry, Loyola University; of Sister Mary Robert Hugh, librarian, Mundelein College, Chicago, and of Rev. Sylvester Brielmaier. Enthusiastic discussion, under the leadership of Miss Lilian Gaskell, librarian, Mt. Mary College, Milwaukee, and Sister M. Reparata, O.P., librarian, Rosary College, River Forest, Ill., followed these papers.

The new Mundelein College was the scene of the third session presided over by Sister Mary Archangela, Superior, Alvernia High School, Chicago. "Building up the Small Library" and "The Value of Analytic Cataloging" were the topics treated by Miss Helen Schnoor, librarian, De Paul University, and by Sister Anna Loretto, librarian, Academy of Our Lady, Peoria. Sister M. Arnoldine, S.C.C., Mallinckrodt College, Wilmette, Ill., and Miss Jeannette J. Murphy led discussions of these final papers.

The Conference program was under the direction of Rev. William Kane, S.J., librarian, Cudahy Memorial Library, Loyola University. Mr. Robert M. McDonnell of the same library acted as secretary.

Officers of the Catholic Library Association are: President, Rev. William M. Stinson, S.J., Boston College Library, Chestnut Hill, Mass.; Vice-president, Rev. Paul J. Foik, C.S.C., Ph.D., St. Edward's University Library, Austin, Texas; Secretary, Rev. Peter J. Etzig, C.SS.R., Redemptorist Seminary Library, Oconomowoc, Wis.; Treasurer, John M. O'Loughlin, Boston College Library.

——JOHN M. O'LOUGHLIN.

Spain Adopts Pedagogical Missions

ILLITERACY is one of the new Spain's heaviest burdens. The country is sadly deficient in school buildings and in teachers, even in the large towns, while no attempt has been made heretofore to introduce schooling into the remote regions. So the plan of the pedagogical missions was adopted and, according to the *New York Times* of January 8, these groups are bands consisting chiefly of young people, both boys and girls, in charge of some university professor. The young people are university graduates or star students from the art and music schools, selected for their intelligence and their capacity for hard work. Arriving in wagons at their destination, they set up a portable stage. The professor who is in charge of the mission opens with a talk in simple, friendly fashion, and is followed by group singing and a production of one of the great plays of the Golden Age. Next day there is a talk on books. The speaker explains that all who wish to can learn to read and write. When he has finished, the students wander among the peasants and form little groups who wish instruction. These classes then gather in houses where possible, otherwise on a doorstep or at a shady place beside a wall. Pedagogical missions cannot stay long, however. There are too many other villages which need them. One more thing is done, however, before they leave. This is the presentation to the village of a small library, a hundred books or so, as a parting gift. With them, too, is a small supply of writing material so that those who wish to can continue their studies. There is no spirit of reform in this endeavor. They are going, rather, to share with the rural people the knowledge which is most practical for success and enjoyment of life.

To Revise "Catalog Rules"

THE A. L. A. Executive Board, on the recommendation of the Committee on Cataloging and Classification, has voted to create a Committee on Revision of the A. L. A. Catalog Code. The duties of the committee will be to make needed revisions in *Catalog Rules*, published by the Association in 1908. Charles Martel has been appointed chairman. Members of the committee are divided into two groups, the Executive Committee and the Advisory Committee. Those who will serve on the Executive Committee are: William Warner Bishop, Rudolph H. Gjelsness, James Christian Meinich Hanson, Harriet D. MacPherson, and Margaret Mann. Members of the Advisory Committee are: Susan Grey Akers, James Bennett Childs, Thomas Franklin Currier, Sophie K. Hiss, Mary Elizabeth Hyde, Amelia Krieg, Anna Marie Monrad, Julia Pettee, Minnie Earl Sears, Della J. Sisler, Helen B. Sutliff, and Nathan van Patten.

THE COMMITTEE on Publicity of the New York Stock Exchange have issued their *Yearbook* for 1931-1932. This bound handbook of 179 pages contains a great deal of useful information. Call money rates on the New York Stock Exchange are given from May 3, 1919 through September 30, 1932. There is a section devoted to High records and the greatest number of stocks selling ex-dividend and numerous other facts. The high and low prices paid for memberships since 1869 are also given. (One who does not have this volume would have to go through a lot of back numbers of the *Commercial and Financial Chronicle* to get this information, which right now is quite popular). A good index completes the volume. A limited number of libraries can receive this volume by writing to Charles Klem, Secretary, Committee on Publicity of the New York Stock Exchange.

Book Reviews

Pure Science
L. C. vs. D. C.

CLASSIFICATION in the field of science is a problem of almost constant change and expansion if we try to keep up-to-date. Both the Q schedule of the Library of Congress classification published in 1921 and the twelfth edition of Dewey published in 1927 are quite inadequate as a result of our great scientific progress. The author has attempted to outline briefly some of the more salient weaknesses in these widely used excellent classifications. The field will be limited to a discussion of the Q schedule in L. C. and the 500 class in the D. C. classification.

The main classes in these two science groups are quite similar. Both begin with a general class followed by mathematics, astronomy, physics, chemistry, and geology as the first five major groups. D. C. places paleontology next as a separate group while L. C. makes it a division under geology in QE. Both follow with a natural history or general biology group, then a botany group followed by zoology where D. C. ends. L. C. goes on with human anatomy group followed by a physiology group and ending with bacteriology.

Q. vs.
500-509

In this group on general science L. C. expands geographically for societies and chronologically for general scientific works. Museum serial publications, if a general museum, are classified under societies in L. C. as for example Pittsburgh. Carnegie Museum Memoirs = Q11.P692. D. C. has two numbers, 506 for societies: transactions and 507 for education study and teaching, museums. D. C. uses 506 for the Carnegie Museum Memoirs. The use of museums in 507 may be termed as merely a factor in education, study and teaching.

QA vs.
510-519

L. C. has devoted more attention to the theoretical side of mathematics than has D. C. L. C. incorporates in mathematics a group entitled analytic mechanics including mathematical kinematics and dynamics which are not dealt with in D. C., thus bringing this field of science more up-to-date.

QB vs.
520-529

There is much similarity in the treatment of this group by the two classifications. D. C. treats the earth in detail as a separate astronomical unit while L. C. treats it like any other planet. D. C. has nautical astronomy in 527 while L. C. puts it in VK. D. C. devotes a whole number, 529, to chronology. L. C. places it under geodetic astronomy. Many of the subdivisions in astronomy seem to be of little use. Miss Kelley points out that John Crerar has never used 79 per cent of the places under 522 which is the number for practical and spheric astronomy. Eleven per cent have been used but once and 10 per cent more than once. In 523 (descriptive astronomy) 40 per cent of the numbers have never been used and in 525 (earth) 55 per cent of the numbers have never been used. It might be wise to abolish many of these numbers and thereby give room for modern developments in astronomy.

QC vs.
530-539

D. C. is probably no more inadequate anywhere than in physics. Miss Kelley says that this division stands almost as it did before modern physics was born. D. C. has placed radioactivity under molecular physics 539.7 while L. C. has given it a more modern interpretation by placing it in electricity under electric discharge. In D. C. the word relativity in the index refers you to 531.51 = gravitation. The L. C. number QC gives it the all embracing concept of pure physics which it deserves. Liquids and gases 532 and 533 should be combined under one number as fluids as L. C. does in QC 141-168. Much could be said of the inadequacy of 537 (theoretical electricity) and 538 (magnetism). L. C. has an excellent expansion for magnetism in QC 751-771; and a good one for theoretical electricity in QC 518-61. Miss Kelley feels that when electricity is revised in D. C. it might be well to carry it over to stand at the beginning of 621.3, thereby making all books on electricity both theoretical and applied stand together. Among the many subjects not provided for in D. C. under physics are Quantum theory, ether of space and mathematical physics.

QD vs.
540-549

In inorganic chemistry in both D. C. and L. C. many of the newest elements have not been added such as Masurium, Rhenium and Hafnium. D. C. is farther behind than L. C. in this respect. It should be a comparatively easy task to keep up-to-date on this score. The table of crystallography in D. C. stands as it did in 1894 or before according to Miss Kelley. The results of X-ray analysis of crystals is hardly touched in D. C. while L. C. expands it quite well in QD 930-40. L. C. treats crystallography in QD 900-999, with subdivisions for mathematical physical, and chemical crystallography. D. C.

places mineralogy under chemistry in 449 next to crystallography, while L. C. puts it in QE (Geology) to which it is more closely allied.

QE vs.
550-559

In geology L. C. devotes much space to geographical division, QE 70-350. This is followed by mineralogy, petrology, dynamic and structural geology, stratigraphic geology and paleontology. Paleontology includes an excellently worked out section in systematic zoology and botany (paleozoology and paleobotany). D. C. has sections on physical and dynamic geology, lithology, petrography, petrology and devotes 554-559 to geographical divisions. 553 is given over to economic geology which L. C. puts in TN. D. C., instead of including paleontology with geology places it in the next decimal group 560-69, with a poorly worked out scheme. For example D. C. assigns 567 to fishes and batrachia, while it assigns 568 to reptiles and birds. Batrachia and reptiles should not be split up but given one number in a schedule with so few members. The grouping for 567 and 568 is very bad. Batrachia even in the old Cuvier classification was an order of reptiles containing frogs, toads, etc. Now it is in the amphibia group and is synonymous with the order anura (frogs and toads). 565 (articulates) is an unfortunate and out-of-date use of terms as this group has included various classes and orders at various times and the terms is now little used by systematic zoologists.

QH vs.
570-79

The natural history group in L. C. chiefly corresponds to the 570 biology group in D. C. D. C. unfortunately has included prehistoric archaeology (571) and ethnology and anthropology (572) which L. C. puts in GN. D. C.'s natural history of man (573) and somatology L. C. treats biologically in QH 360-71. D. C. continues with 574 (homologies) 575 (evolution), 576 (origin and beginnings of life), 577 (properties of living matter). L. C. treats these topics all together under the heading Life (QH 325-349). L. C. has a number QH 351 for general morphology which D. C. lacks. More adequate places are needed in D. C. for cytology which L. C. treats in QH 581-671 and D. C. mentions briefly in 576.3; for general ecology which L. C. places in QH 541-49 and D. C. assigns 575.3 which is environment under the heading evolution; for biochemistry which L. C. places in QH 324; for physiology of the individual which L. C. places in QH 501-531. The D. C. numbers 575, 576, 577 (see above) are all extremely inadequate in view of modern scientific progress.

QK vs.
580-89

The arrangement in botany in the L. C. classification follows somewhat closely the system of Engler & Prantl while the D. C. is patterned after the old Bentham & Hooker "Genera plantarum" and separates the phanerogams into the two groups, dicotyledonae and monycotyledonae. D. C. also supplies the common name although it helps little as for example the Crowfoot family has many genera with common names, clematis, larkspur, buttercup all of which go under Ranunculaceae 583.111. The genus Clematis (scientific name) consists of many species such as bluebell, virgin's bower, etc. Knowing that the family is called Crowfoot does not help identify these later species.

The bontanical arrangement in L. C. is more up-to-date and systematic. There is a topographical division for phanerogams (flowering plants) from QK 110-495 with special numbers for spermatophyta (trees and shrubs) from QK 475-95. This is more satisfactory than attempting to make a genera plantarum out of this part of the schedule as D. C. does. L. C. takes up cryptogamic botany (non-flowering plants) quite satisfactorily. This group in botany has been the subject of much research since the Bentham & Hooker classification came out and L. C. has taken advantage of this fact. There are well worked out geographical and systematic divisions under the large groups pteridophyta (ferns), musci (mosses), hepaticae (liverworts), algae, lichen, and fungae.

The D. C. numbers 586 for cryptogamia, 587 for pteridophyta, 588 for bryophyta, and 589 for thallophyta are misleading. 587, 8 and 9 are subdivisions of cryptogamia but this is not brought out. The term bryophyta is out-of-date. Under bryophyta, 588.2 (musci) and 588.3 (hepaticae) are the two outstanding classes. 588.1 (sphagna) is better classed in L. C. under musci (QK 539.S75) and 588.4 (characea) is better classed in L. C. under algae with the number QK 569.C47. Thallophyta (lower cryptogams) include in L. C. the lichens, fungi and algae as in D. C. but the general term is not used in L. C.

L. C. goes farther with an excellent table for plant morphology, anatomy, embryology, histology, physiology, and ecology of plants, none of which is developed in D. C. to any extent but all grouped together unsatisfactorily in 581 under physiologic and structural botany.

QL vs.
590-599

For zoology in L. C. after the geographical distribution and topographical division the arrangement is strictly systematic beginning with the lowest phylum in the animal kingdom and

continuing to the higher. The chief criticism with L. C. in zoology is that it is already quite out-of-date in many of its groupings. Many of its families have become orders or sub-orders.

The arrangement under each phylum is as follows: general treatises; classification, check lists, catalogues, collections; geographical distribution; systematic list; morphology, physiology and biology. There is a great deal of expansion in the phylum arthropoda as it is the largest of the invertebrate phyla. The class insecta of this phylum is greatly expanded. The important orders such as lepidoptera, hymenoptera, etc., are elaborated with a systematic list of the important families in the order. There is a general place for insecta as a whole where orders may be placed which are not treated separately. L. C. gives over numbers QL 460-600 for the class insecta but even this does not seem to be enough in the eyes of the entomologist. There is much inconsistency in the expansion of the various orders. Diptera is given numbers for comprehensive works, pictorial works, popular and juvenile works, classification, check-lists, catalogs, collections, geographical distribution, systematic list, and anatomy, morphology, physiology and biology. Orthoptera, an order which has as much material about it as diptera, is assigned only four numbers, one for general works, one for geographical distribution, the third for systematic list and the fourth for anatomy, etc. In its systematic lists L. C. mixes orders, sub-orders, and families by placing them alphabetically in one list under an order. For example the order odonata has been placed in the list with families of the order neuroptera. Only a few families have been left in the old order neuroptera. Many of them including the odonata and the planipennia have been taken out and made distinct new orders by themselves. In the case of the odonata and the planipennia this was done before the third edition of the Q schedule was printed in 1920. Complete revision of the systematic lists in the entire QL section is highly necessary.

The D. C. is even more out-of-date than L. C. in zoology. D. C. puts the class insecta in 595.7 with 595.75 for hemiptera, 595.76 for coleoptera, etc. D. C. has no places for different phases of the subject as L. C. has in assigning numbers for anatomy, morphology, biology, geographical lists, classification, etc. D. C. also mixes the orders, sub-orders, and families. D. C. gives the common name for the scientific name and L. C. does the same but only for the more important ones.

Vertebrata.
596-99 vs.
QL 600-QL 749

L. C. and D. C. both handle the vertebrata as a general group first in this section. Then D. C. does some skipping and jumps to class III of the sub-phyla vertebrata which is pisces, omitting mention of the sub-phyla enteropneusta, tunacata, and cephalochorda. D. C. also just mentions classes I and II of vertebrata, the elasmobranchii and cyclostomata. L. C. does a little better and mentions the other sub-phyla and then groups classes I and II of vertebrata under class III along with the orders of class III. The systematic list under class III (pisces) is out-of-date and needs expansion in L. C. There is a place for fish culture, fisheries and angling in SH which is used considerably in L. C. to supplement the QL and make up for some of its deficiencies.

With the amphibia (batrachia) D. C. does as it did for the fossil forms in paleontology and places amphibia under fishes as 597.6. D. C. then gives 598 to birds and reptiles instead of placing the reptiles and amphibia together either in 597 or 598. L. C. might do well to expand these two large classes and separate them, giving them the same arrangement accorded pisces, aves, mammalia, etc. In any recent classification amphibia is called class IV and reptilia is called class V of the sub-phylum vertebrata.

Class VI aves, has a long systematic list in L. C. which includes the twenty-one main orders of the class and also a rather promiscuous list of seventeen families all in one alphabetical list.

Class VII is handled in much the same way as the other classes in the sub-phylum vertebrata. The same criticisms may be made of its systematic list. This class (mammalia) is of course the highest and most complex in the animal kingdom, with the order primates consisting of eight families including the family hominidae which contains the single living species, Homo Sapiens, or man. D. C. uses the antediluvian term bimana for man in 599.9. This order of mammalia is now practically abolished and the custom is now to revert to the old system of Linnaeus who included man with apes, monkeys, and lemurs in one order, primates. L. C. does not mention man zoologically but has no other place for him but under primates in Class VII.

QL 750-QL 999

The D. C. science group ends of course with 599.9 while L. C. goes on with a much needed division ethology or ecology (habits, behavior) for QL 750-799. Then comes anatomy with numbers for general works on comparative anatomy and numbers for special works on the anatomy of individual organs. Works on the anatomy of special groups of animals (birds, etc.) are not classified here but with the group. QL ends with a much needed group 951-999 on embryology, which D. C. places in 591.3 under physiologic zoology.

QM

Human anatomy follows the zoology section. It is rather brief but covers the various organs of the human body. There is a section QM 531-49 on regional anatomy (surgical and topographical), another section on normal histology (microscopic anatomy) and a few numbers for human embryology. In D. C. under the number 611 anatomy is developed in more detail than it is in the QM section in L. C.

QP

This section, physiology, is divided into three parts besides a section on general physiology. The first is on the nervous system and the senses, including physiological psychology. This is well developed in D. C. in 612.8 with 612.821 for physiologic psychology. Physiological chemistry is the next section in QP and corresponds to 612.015 in D. C. L. C. develops this material in a more modern fashion than D. C., having places for various organic and inorganic substances not mentioned in D. C. such as enzymes, vitamines, etc. The last section of QP, experimental pharmacology, has no counterpart in D. C. The number in D. C. for materia medica, drugs, pharmacology, (615) corresponds more to RS in the L. C. classification. The D. C. number 543.4 for analysis of drugs and medicines corresponds more closely to RA 1201-1260, toxicology. L. C. lists the individual chemical substances and also gives a copious list of the organic and carbon compounds in experimental pharmacology (QP 913-981).

QR

The final group in L. C. is devoted to bacteriology, QR. In this section L. C. gives a systematic list of various bacilli. Pathogenic bacteria are treated with some detail. D. C. has no real place for bacteria as such but has places under various physiological phases of the subject such as 612.3263 for pathologic changes in the stomach secretion, bacteriology. Bacteriology includes yeasts, molds, and pathogenic protozoa.

Miss Kelley points out that "two or more sciences have become welded in such a way as to form a new and major field of investigation which take their places not as subordinate but as coordinate with the parent sciences."

There is no adequate provision for these sciences in D. C. Paleogeography fits in QE 501 but D. C. only has places for geographic fossils in 560.9 and for geographic plants in 581.9. L. C. has several places for biochemistry (biological chemistry). Perhaps the best is in QP 514 under physiological chemistry although there are places in QH under general natural history in QH 324 and QH 345. L. C. has devoted the entire GF section for anthropogeography in the G schedule.

——F. P. ALLEN, *University of Michigan.*

Technocracy Bibliography

BOOKS LISTED in the bibliography of Howard Scott's *Introduction to Technocracy*, published by John Day Company on January 20:

Dantzig, Tobias. *Number, the Language of Science.*
A critical survey written for the cultured non-mathematician. New York, The Macmillan Co., 1930. viii, 260 pages, plates.

Maxwell, James Clerk. *Matter and Motion.*
Reprinted, with notes and appendices by Sir James Larmor. London, The Sheldon Press (American distributors, The Macmillan Co.), 1925. xv, 163pp.

Andrade, E. N. da C. *The Mechanism of Nature.*
London, G. Bell & Sons, Ltd., 1930.

Cajori, Florian. *A History of Physics in Its Elementary Branches.*
New York, The Macmillan Co., 1929.

Mott-Smith, Morton. *This Mechanical World.*
New York, D. Appleton & Co., 1931.

Cannon, Walter B. *The Wisdom of the Body.*
New York, W. W. Norton & Co., Inc., 1932.

Petrie, Flinders. *Social Life in Ancient Egypt.*
London, Constable & Co., Ltd., reissue, 1932.

Voskuil, Walter A. *Minerals in Modern Industry.*
Philadelphia, John Wiley & Sons, 1930.

Leith, C. K. *World Minerals and World Politics.*
New York, Whittlesey House (McGraw-Hill Book Co.), 1931.

Usher, Abbott Payson. *A History of Mechanical Inventions.*
New York, McGraw-Hill Book Co.

Soddy, Frederick. *Wealth, Virtual Wealth and Debt.*
The solution of the economic paradox. New York, E. P. Dutton & Co., 1926.

Library Cancels Old Dues

FINES ASSESSED against readers for keeping books out over the time limit, during 1932, have been erased from the records of the Salem, Ohio, Public Library. The board of directors, following their monthly meeting, decided to start the New Year out with no back debts against any patron of the institution. The action of the directors affects several hundred persons who, according to records, owed the library sums ranging from a few cents to several dollars. All of these debts are being cancelled. But this doesn't mean, librarians announced, that no fines will be imposed during 1933. Directors also said that, because of a fund shortage, the library will be forced to continue its curtailed schedule, being open six hours daily, from 2 to 8 P. M.

Current Library Literature

ANNOTATION

Salomon, L. B. Hints on the annotation of library copies. *Wilson Bull.* 7: 233-235. 1932.

Facetious comment on imbecile annotations written by some readers on the margin of library books.

BOARD OF EDUCATION LIBRARY, NEWARK, N. J.

Kirk, Marguerite. The Board of Education Library. LIB. JOUR. 57: 754-755. 1932.

The library gives service to superintendents, directors, supervisors, principals, and others.

BOOK SELECTION—PUBLIC LIBRARIES

Bhatia, S. R. Book selection. *Modern Ln.* 3: 28-31. 1932.

Principles of selection; tests for books of information; use of printed aids.

Mukherjee, Amulyadhan. Book selection for public libraries. *Modern Ln.* 3: 17-20. 1932.

Necessity of a classified catalog in selecting books; meeting demands of readers; routine forms for evaluating fiction and non-fiction, etc.

BOOKS—CARE AND REPAIR

Minier, D. W. Mildew and books. illus. LIB. JOUR. 57: 931-936. 1932.

Methods of preserving bound volumes of newspapers at the Los Angeles (Cal.) Public Library by regulating the temperature of the rooms in which they are stored.

Sanders, J. P. The preservation of manuscripts and bindings. LIB. JOUR. 57: 936-938. 1932.

The author's method is to work a solution of wax in a volatile solvent into the surface of the manuscripts or book.

BOOKS AND READING

Haarhaus, J. R. *The Assembly of Books.* Tr. from the German by Theodore Wesley Koch. Evanston, Ill.: Charles Deering Library, Northwestern University, 1932. pap. illus. 128p. $1. $1.50 in cloth. (Charles Deering Library Booklets for Bibliophiles).

The translator is librarian of the University. A friendly discussion between books of different categories and times in a Leipzig bookstore.

Headley, L. A. *Making the Most of Books.* Chicago: Amer. Lib. Assn., 1932. cl. 434p. $3; $2.40 to libraries.

Discusses the etymology of words and the technique of rapid and concentrated reading, and describes a long list of reference books found in any well-stocked library.

CAMBRIDGE UNIVERSITY. LIBRARY.

Maycock, A. L. The Cambridge University library. *Modern Ln.* 3: 33-42. 1932.

Entertaining account of the history, buildings and treasures of the Library, which, unlike the Bodleian Library and the British Museum, lends its books freely.

CATALOGING

Kohn, L. E. A photograph and lantern slide catalog in the making. LIB. JOUR. 57: 941-945. 1932.

Includes a detailed classification used in cataloging photographs and slides at the Chicago Art Institute, Ryerson Library.

Mishoff, W. O. The catalog from a reader's viewpoint. LIB. JOUR. 57: 1035-1038. 1932.

The cataloger should bear in mind the ordinarily intelligent reader's point of view, provide plenty of guide cards, and make departmental catalogs instead of concentrating all cards in one huge central catalog.

CATALOGING, COOPERATIVE

Leach, H. S. Our duty to the union catalogs. LIB. JOUR. 57: 987-989. 1932.

Any incunabula or rare items possessed by libraries should be reported to the Union Catalogs in the Library of Congress.

CHILDREN'S READING

Barnes, R. A. The child leads—the book follows. LIB. JOUR. 57: 755-757. 1932.

Use of the books published by the Junior Literary Guild at Michigan State Normal College.

Condon, H. B. Paper pets. LIB. JOUR. 57: 854-855. 1932.

Greyfriars Bobby, Smoky, Moorland Mousie, and other animal friends whom children know through books.

Thomas, Edith, and H. S. Dahlstrom, *comps. The Child's Own Bookshelf.* Ann Arbor: Univ. of Michigan Library Extension Service, 1932. pap. 18p.

Classified, unannotated list of children's books delivered through the Broadcasting Service of the university.

Trigg, Josephine. Ear marks of a good reader. LIB. JOUR. 57: 851-853. 1932.

Discusses illustrated books, books on foreign countries, poetry and adventure for children.

CHILDREN'S WORK

Boothby, R. E. Today's children. *N. Y. Libs.* 13: 129-132. 1932.

By the headmaster of Metairie Park (La.) Country Day School. Paper read at A.L.A. conference, New Orleans, Apr. 29, 1932. The library to capture the interest of the modern child must be a children's intellectual centre, giving direction to their reading and helping them choose their future vocations.

Krieg, Laurel. All astir on the western front. illus. LIB. JOUR. 57: 849-850. 1932.

The children's department of the Carnegie Free Library, Alliance, Ohio, gives especial attention to books on nature study, and arranges attractive exhibits.

CHRISTMAS

Hyers, F. H. A living Christmas tree. illus. LIB. JOUR. 57: 1029. 1932.

A deodar cedar growing in a tub, displayed at the library helped to emphasize the theme of the library display, "Plant Living Christmas Trees this Year."

McKee, R. E. A Christmas tree for all good bookworms in Honolulu. illus. LIB. JOUR. 57: 1027-1028. 1932.

The Christmas tree at the Library of Hawaii was trimmed with colored book jackets.

CLAREMONT COLLEGE, CAL. *See* COLLEGE AND UNIVERSITY LIBRARIES.

COLLEGE AND UNIVERSITY LIBRARIES

Dedication of Harper Hall, Claremont Colleges, and Conference on the American College Library and its Librarian, Feb. 19, 1932. Claremont, Cal.: The Library, 1932. pap. 64p. $1. (Lib. Ser., no. 1, June 1932).

Contributors to the conference include W. W. Bishop, Andrew Keogh, Sydney B. Mitchell, Matthew H. Douglass, and Marcus Skarstedt. The college librarian: his training, his tools, his students, his debt to scholarship, etc.

Pal, R. D. The library as the centre of a university. *Modern Ln.* 3: 8-11. 1932.

The Hon. Secretary of the Jubilee Lib. Assn., Toungoo, Burma, envisages the time when the library will take over most of the functions of the university.

COMMUNITY, LIBRARY SERVICE TO. *See* LIBRARY AND THE PUBLIC.

COUNTY LIBRARIES

Barker, T. D. Extending the reach of the library. illus. 1201 16th St., N. W., Washington, D. C.: *Childhood Education.* 9: 39-43. 1932.

Bement, Constance. The county library—what is it? LIB. JOUR. 57: 979-981. 1932.

The essentials of a county library, described in general terms.

U. S. Library of Congress. *List of References on County Libraries.* 11 typewritten p. June 24, 1932. $1.20. Obtainable only through Public Affairs Information Service, 11 West 40th St., New York City.

Supplements mimeographed list of Sept. 11, 1925.

Warren, H. B. Problems of county libraries—solved and unsolved. LIB. JOUR. 57: 981-984. 1932.

Politics, local jealousies, and lack of publicity are some of them.

DEPRESSION. *See* LIBRARY SERVICE.

DISINFECTION OF BOOKS

Lathrope, G. H. Library books and contagion. LIB. JOUR. 57: 805-806. 1932.

The Morristown (N. J.) Public Library uses the rules of the New York Public Library, with some minor changes, in dealing with books which have been in houses where there are cases of disease.

DOHENY MEMORIAL LIBRARY. *See* SOUTHERN CALIFORNIA, UNIVERSITY OF, EDWARD L. DOHENY MEMORIAL LIBRARY.

ELEMENTARY SCHOOL LIBRARIES. *See* SCHOOL LIBRARIES.

EXHIBITS

Kelly, E. P. A Polish exhibit for libraries. illus. *Wilson Bull.* 7: 169, 208. 1932.

Mr. Kelly and his wife have assembled several interesting exhibits which he will lend to libraries. His address is Dartmouth College, Hanover, N. H.

See also PUBLICITY.

FICTION IN LIBRARIES

Kelley, Louise. In defense of fiction. LIB. JOUR. 57: 699-701. 1932.

Existence as an exhilarating, expanding experience requiring all possible guides and cues for its fullest understanding and participation should find good fiction one such guide.

HIGH SCHOOL LIBRARIES. *See* SCHOOL LIBRARIES.

INTER-LIBRARY LOANS

Brown, C. H. Inter-library loans: an unsolved problem. LIB. JOUR. 57: 887-889. 1932.

Types, cost, and procedure.

Drury, G. G. Book service from Pensacola to Vancouver. illus. LIB. JOUR. 57: 883-886. 1932.

The St. Louis (Mo.) Public Library in 1931-32 loaned nearly a thousand volumes to all types of libraries.

Newcombe, Luxmoore. Inter-library loans in Great Britain. *Modern Ln.* 3: 11-17. 1932.

A detailed account of Regional Schemes in the northern counties (Cumberland, Durham, Northumberland and Westmoreland) and elsewhere.

Quigley, Margery. Inter-loan in a suburban district. LIB. JOUR. 57: 890-892. 1932.

The Montclair (N. J.) Public Library in the past year filled 1,802 of 2,226 requests. A service charge of 25 cents is made.

INVENTORIES OF BOOKS

Russell, Florence. The Sunday inventory. LIB. JOUR. 57: 704-705. 1932.

Since 1922 inventory has been taken at the New Haven (Conn.) Public Library on a Sunday in spring. The advantages of the plan are described here.

IOWA, STATE UNIVERSITY OF.

Miller, R. A. A student's library at the State University of Iowa. illus. LIB. JOUR. 57: 938-940. 1932.

This browsing room has about 700 volumes, a third of them fiction.

LIBRARIANSHIP

Cartwright, M. A. The librarian as a professor of adult education. LIB. JOUR. 57: 801-803. 1932.

Emphasis has been placed in the past upon mechanistic efficiency in the profession. The librarian of the future should be a warm, sympathetic, fairly knowledgeful student of people and books.

LIBRARIES

Craven, A. O. The library of the future. LIB. JOUR. 57: 795-800. 1932.

"Whatever else the future may hold, I am certain that it will be characterized by three things: greater economy, more intelligent planning that will become national if not international, and a continued technical advance."

See also under names of countries.

LIBRARY AND THE PUBLIC

Waples, Douglas. Librarianship and social research in the United States. *Lib. Review.* Winter 1932. p. 387-390. 1932.

Extracts from the examination paper of a student at the Graduate Library School of the University of Chicago, criticising books on methods of investigation in the social sciences as applied to the investigation of problems in librarianship.

LIBRARY INSTRUCTION

Bailey, L. C. Fitting the library to the school. 525 West 120th St., New York City. *Educational Method:* 12: 1-8. 1932.

Peek, Zona. Library instruction in junior colleges. Stanford Univ., Cal. *Junior Coll. Jour.* 3: 3-7. 1932.

Reed, L. R. Teaching the use of the library. LIB. JOUR. 57: 706-707. 1932.

Outlines the six lessons used in the Library Methods class of the State Teachers College, Valley City, N. D.

Rice, Marie. A tour through library land. 4070 Vicksburg Ave., Detroit, Mich. *Elementary Sch. Jour.* 9: 156-158. 1932.

LIBRARY SERVICE

Brewster, M. B. Responsibilities and opportunities of these times; a report of the discussions at library institutes. *New York Libs.* 13: 109-116. 1932.

Reprinted in LIB. JOUR. 57: 739-745. 1932. Emphasizes the importance of good school libraries to the community.

Collijn, Isak. Libraries in the present economic crisis. LIB. JOUR. 57: 803-804. 1932.

Reduction in purchasing power of great libraries threatens to deprive international intellectual cooperation of one of its most efficient instruments.

Heath, W. H. A newspaper editor looks at the library. LIB. JOUR. 57: 698-699. 1932.

By the editor of the Haverhill (Mass.) Evening Gazette who has found the assistance of the public library most effective, especially in preparing bibliographies.

Hobbs, E. J. The personal element in the home-reading library. *Lib. World.* 35: 107-109. 1932.

Suggestions to library assistants as to meeting and serving readers efficiently and tactfully.

Lamb, J. P. Modern library organization. *Lib. Assistant.* 25: 248-253. 1932.

It needs to be simplified if the new generation of library users is to be efficiently served.

Lowe, J. A. The librarian in the new renaissance. *Bull. of the N. H. Pub. Libs.* 28: 42-47. 1932.

Books such as *The Epic of America, The American Leviathan, The Autobiography of Lincoln Steffens* and *The Meaning of a Liberal Education* help maintain the morale of the unemployed reader.

LIBRARY WORK WITH CHILDREN. *See* CHILDREN'S WORK.

NEWSPAPER LIBRARIES

Kwapil, J. F. Historical survey of newspaper libraries. *Special Libs.* 23: 369-372. 1932.

Most of the 2,288 daily newspapers in the United States now have libraries.

PACKAGE LIBRARIES

Dimmitt, LeNoir. Extension work by means of package libraries. illus. LIB. JOUR. 57: 984-986. 1932.

Discusses the work as carried in various states and especially by the Extension Loan Library Bureau of the University of Texas.

PERIODICALS

Smith, C. W. Periodicals and future scholarship. *Wilson Bull.* 7: 229-232, 271. 1932.

More co-ordination is needed so that libraries will not duplicate sets of periodicals unnecessarily.

PERSONNEL

Hutchins, Margaret. Staff manuals. LIB. JOUR. 57: 1039-1042. 1932.

Describes manuals issued by the Newark, Minneapolis, Brooklyn and other public libraries to orient the newcomer to the staff.

PHOTOSTAT

Bendikson, L. Phototechnical problems: some results obtained at the Huntington Library. illus. LIB. JOUR. 57: 789-794. 1932.

Infra-red sensitive plates are used to bring out writing and print under censorial deletions or ink spots. Use of the copying camera is also described.

PLATOON SCHOOL LIBRARIES. *See* SCHOOL LIBRARIES.

PUBLIC LIBRARIES—WORK WITH SCHOOLS

Brush, M. L. The public library. *Public Health Nursing.* 24: 468-471. 1932.

PUBLICITY

Latimer, L. P. One form of library publicity. LIB. JOUR. 57: 845-849. 1932.

The Washington (D. C.) Public Library gives advisory service to adults in children's literature through a model children's library of 1,600 titles and an Illustrators' Collection of 650 volumes.

Surguy, Henry. Library publicity from the newspaper standpoint. LIB. JOUR. 57: 695-697. 1932.

Practical hints from experience as special assistant at the Brooklyn (N. Y.) Public Library, whose methods of preparing news releases are explained.

READING

Farndale, W. G. A lost art. LIB. JOUR. 57: 691-694. 1932.

The art is that of reading aloud. It is best practised in clubs, and from books of power rather than those of knowledge.

See also BOOKS AND READING.

REFERENCE WORK

Freeman, M. W. Ideals in reference service. illus. *Wilson Bull.* 7: 244-245. 1932.

Time is of the essence of the case with a busy man, and he

should be given some book to hold his attention while the work of finding the answer to his question is going on.

Shaffer, V. R. A permanent record of reference. illus. *Wilson Bull.* 7: 178-179. 1932.

It is wise to keep a card record of answers to questions most frequently asked.

Sundaram, C. Place of reference work in a modern library. *Modern Ln.* 3: 21-25. 1932.

Discusses also the relation of the reference section to the other sections of the library.

RELIGIOUS BOOKS

Downey, M. E. Making religious books popular. LIB. JOUR. 57: 1030-1034. 1932.

Reprinted from *A.L.A. Bull.* 26:615-620. 1932. Summarized in CURR. LIB. LIT. (L.J. 57:967, 1932).

REPRINTS

Stevens, E. F. *The Warden* to the rescue. illus. LIB. JOUR. 57: 892-893. 1932.

The Pratt Institute Free Library, Brooklyn, N. Y., has issued an attractive edition, priced at $1.50, of Trollope's novel.

SCHOOL LIBRARIANS

Kennedy, A. C. Current practice in the preparation of part-time school librarians for small schools in New York State. LIB. JOUR. 57: 749-751. 1932.

Two grades of certificates are provided by the certification plan of 1930. Training involves four years' preparation beyond the secondary level with one year of the four devoted to library science.

Fletcher, Sheldon. The evolution of a teacher-librarian. illus. *Wilson Bull.* 7: 183-185. 1932.

The teacher-librarian of the James Madison High School, Brooklyn, N. Y., describes the methods she has used in teaching children the use of a school library.

Shortess, Lois. Training for the part-time school librarian. LIB. JOUR. 57: 752-753. 1932.

Account of the six-weeks' course given teacher librarians in Louisiana.

SCHOOL LIBRARIES

Bell, H. L. Devices and suggestions. illus. *Wilson Bull.* 7: 167-168, 181. 1932.

Correlation of school library with subjects in curriculum; devices used to stimulate reading; co-operation with public library, etc.

Clendening, Frances. School library discipline. 1126 Q St., Lincoln, Neb. *Sch. Executives Magazine.* 52: 64-65. 1932.

Fargo, L. F. School libraries in the United States. *Modern Ln.* 3: 4-8. 1932.

Objectives, types, and essentials in personnel and equipment.

Henry, W. E. Monarchy and democracy in popular education, the school and the library. LIB. JOUR. 57: 702-703. 1932.

"In the school the individual takes what is offered whether he likes it or not. In the library he gets what he thinks he wants. If he finds it is not what he wants, he returns it with no concern to anyone but himself."

Herron, Miriam. Book prescriptions. 5750 Ellis Ave., Chicago. Univ. of Chicago Press. *English Jour.* (High Sch. Ed.) 21: 655-658. 1932.

Jagannadhan, S. Library service for elementary school children. *Modern Ln.* 3: 25-27. 1932.

Books, magazines, picture albums, games and story hours, etc.

Leonard, P. W. The young writer and his school library. 120 Boylston St., Boston, Mass. *Education.* 53: 152-154. 1932.

McPherson, O. H. The school library for its own sake. illus. *Wilson Bull.* 7: 170-173. 1932.

Personal and cultural contacts of the librarian with school children; school library publicity; training of the librarian; keeping a file of the students' hobbies, etc.

Masters, H. C. The pupil in a platoon school library. illus. LIB. JOUR. 57: 746-748. 1932.

The library stimulates children to creative effort—writing poetry and taking part in plays. Books taken home are read by other members of the family.

Newton, Lesley. The changing school curriculum and the library. illus. *Wilson Bull.* 7: 159-165. 1932.

Describes the unit system used at the Lakewood (Ohio) Public Library to make the various subjects in the curriculum vivid to the children.

See also LIBRARY INSTRUCTION.

SOUTHERN CALIFORNIA, UNIVERSITY OF, EDWARD L. DOHENY MEMORIAL LIBRARY

Brown, C. M. Edward L. Doheny, Jr., Memorial Library. illus. plans. LIB. JOUR. 57: 894-900. 1932.

The $1,100,000 library is spacious and beautifully decorated.

SPECIAL LIBRARIES

Wyer, J. I. The training of the special librarian. *Special Libs.* 23: 339-344. 1932.

"A *minimum* of library training should be one year. The best people will insist on more. The poorest people will be little benefited by more. This should follow a four-year college course which may well include a subject major aimed at special library work if the student is able to make a convincing decision."

STAFF. *See* PERSONNEL.

TEACHERS' LIBRARIES

Jones, F. I. Mathematics library. 500 Park Ave., New York. *High Points.* 14: 36-37. 1932.

UNION CATALOGS. *See* CATALOGING, COOPERATIVE.

UNION OF SOVIET SOCIALIST REPUBLICS—LIBRARIES

Richings, M. I. Libraries in the U. S. S. R. *Lib. Assn. Record.* 3rd ser. 2: 329-338. 1932.

General survey, with separate discussion of the Leningrad Public Library, University Library, and House of Culture Library; Moscow libraries; and Nizhni Novgorod libraries.

The U. S. S. R. unifies its library service. illus. 1637 Mass. Ave., Washington, D. C. *Soviet Union Review.* 10: 225-228. 1932. 20c.

UNIVERSITY LIBRARIES. *See* COLLEGE AND UNIVERSITY LIBRARIES.

YOUNG PEOPLE'S READING

Smith, Irene. Adolescent reading. illus. LIB. JOUR. 57: 837-841. 1932.

The young people who frequent the Brownsville Children's Branch of the Brooklyn (N. Y.) Public Library are sophisticated readers, and books have to be selected for them with especial care.

Willert, M. H. The public library and specialized work with young people. illus. LIB. JOUR. 57: 842-845. 1932.

Book clubs, book lists and other devices keep the young users of the East Cleveland (Ohio) Public Library interested in reading.

Library periodicals regularly analyzed in this department are listed below. Numerous other periodicals consulted are not included, but details as to their addresses, frequency of issue, etc., may be found in the various indexes published by the H. W. Wilson Company. Addresses of periodicals of a specialized nature, especially those dealing with education, are given in the body of the index, when occasion arises.

With this first instalment of the year, the subject headings used in "Current Library Literature" conform with those decided upon by the committee of the A. L. A. Junior Members' Round Table which is to compile a supplement to Cannons' *Bibliography of Library Economy.*

List of Library Publications Analyzed

A.L.A. Bull.—Bulletin of the American Library Association. 520 North Michigan Avenue, Chicago: The Association. Monthly. Subscription according to terms of membership.

Booklist—The Booklist; a Guide to New Books. 520 North Michigan Ave., Chicago: American Library Association. Monthly. $2.50 a year.

Books for All—Books for All. Providence, R. I.: The Providence Public Library. Monthly except in August and September. 25c. a year.

Boston (Mass.) Public Library. See *More Books.*

Brooklyn (N. Y.) Public Library. See *Bull. of the Brooklyn Pub. Lib.*

Bull. of Bibl.—Bulletin of Bibliography. 83 Francis St., Boston: The F. W. Faxon Company. 3 nos. a year. $3 a year.

Bull. of the Brooklyn Pub. Lib.—Bulletin of the Brooklyn Public Library. Brooklyn, N. Y. Monthly except August and September.

Bull. of the N. H. Pub. Libs.—Bulletin of the New Hampshire Public Libraries. Concord, N. H.: New Hampshire Library Commission. Quarterly.

Bull. of the N.Y.P.L.—Bulletin of the New York Public Library. Astor, Lenox and Tilden Foundations. 476 Fifth Ave., New York. Monthly. $1 a year.

California. See *News Notes of Calif. Libs.*

California Sch. Ls. California Sch. L. Assn., Northern Section.

Catholic Lib. World. Catholic Library World. Official organ of the Catholic Library Association. Chestnut Hill, Mass.: Boston College Library. Monthly except July and August. $2 a year.

Charles Deering Lib. Bull. Charles Deering Library Bulletin. Evanston, Ill.: Northwestern University. Occasional.

Cleveland (Ohio) Public Library. See Open Shelf.

Huntington Lib. Bull. Huntington Library Bulletin. Cambridge, Mass.: Harvard University Press. Occasional. $2.50 a copy.

Ill. Libs.—Illinois Libraries. Springfield, Ill.: Library Extension Division. Quarterly.

Iowa Lib. Quar.—Iowa Library Quarterly. Des Moines: Iowa Library Commission. Quarterly.

Law Lib. Jour.—Index to Legal Periodicals and Law Library Journal. New York: H. W. Wilson Co. Quarterly. Service basis.

Ln. and Book World—The Librarian and Book World; the Independent Professional Journal. London, E.C.4: Simpkin, Marshall, Ltd.; 31 East 10th St., New York: G. E. Stechert and Co. Monthly. 12s. per year.

Library. The Library. Newark (N. J.) Public Library. 10 issues a year. $2.50.

Lib. Assistant—The Library Assistant; the Official Journal of the Association of Assistant Librarians (Section of the Library Association). Monthly. Subscriptions should be addressed to the Honorary Treasurer, Arthur R. Hewitt, Middle Temple Library, Temple, London E.C.4.

Lib. Assn. Record—The Library Association Record. 26-27 Bedford Square, W.C.1, London: The Library Association. Monthly. 3s. 6d. per copy.

Lib. Beacon—Library Beacon. St. Paul (Minn.) Public Library. Monthly except July and August.

LIB. JOUR.—*The Library Journal.* 62 West 45th St., New York: The R. R. Bowker Co. Twice a month; monthly in July and August. $5 a year.

Lib. Mirror—Library Mirror. Manila: Library Club, University of the Philippines. Quarterly. $1 a year.

Lib. Notes and News—Library Notes and News. St. Paul: Minesota Dept. of Education. Quarterly.

Lib. Occurrent—The Library Occurent. Indianapolis: Indiana Library and Historical Department, Library Division. Quarterly.

Lib. Quar.—The Library Quarterly. Chicago: University of Chicago Press. Quarterly. $5 a year.

Lib. Review—Library Review; a Magazine on Libraries and Literature. Atlas Works, Coatbridge, Scotland: The Review. Quarterly. $2 a year.

Lib. World—The Library World. Coptic House, 51 Great Russell St., London, W.C.1: Grafton and Co. Monthly. 12s. 6d. a year.

Maine Lib. Bull.—Maine Library Bulletin. Augusta: Maine State Library. Quarterly.

Mass. Lib. Club Bull.—Massachusetts Library Club Bulletin. Quarterly. 50c. a year. Address subscriptions to the Treasurer, Vivian J. Morse, Somerville (Mass.) Public Library.

Mich. Lib. Bull.—Michigan Library Bulletin. Lansing, Mich.: Michigan State Library. Monthly except August and September.

Modern Ln. The Modern Librarian; a Monthly Journal for All-India Library Service. 33 Nabha Road, Lahore: Indian Library Association. Rs. 2-4 (or 4s. or $1). Monthly.

More Books—More Books; The Bulletin of the Boston Public Library. Boston, Mass. Monthly. 50c. a year.

N. C. Lib. Bull.—North Carolina Library Bulletin. Raleigh: North Carolina Library Commission. Quarterly.

New Hampshire. See *Bull. of the N. H. Pub. Libs.*

New York (N. Y.) Public Library. See *Bull. of the N.Y.P.L.*

New York Libs.—New York Libraries. Albany, N. Y.: University of the State of New York, State Education Dept. Quarterly. $1 a year outside New York.

Newark (N. J.) Public Library. See *Library.*

News Notes—News Notes; Bulletin of the Texas Library Association. Austin: The Association. Quarterly.

News Notes of Calif. Libs.—News Notes of California Libraries. Sacramento: California State Library. Quarterly.

North Carolina. See *N. C. Lib. Bull.*

Northwestern University. See *Charles Deering Lib. Bull.*

Ont. Lib. Review—Ontario Library Review. Toronto: Public Libraries Branch, Ontario Department of Education. Quarterly.

Open Shelf—The Open Shelf. Cleveland (Ohio) Public Library. Monthly. 50c. a year.

Penn. Lib. Notes—Pennsylvania Library Notes. Harrisburg: Dept. of Public Instruction, State Library and Museum, Library Extension Division. Quarterly.

Providence (R. I.) Public Library. See *Books for All.*

Revue des Bibliothèques—Revue des Bibliothèques; Organe Officiel de l'Association des Bibliothécaires Français. 5, Quai Malaquais, Paris: Librairie Ancienne Honoré Champion. Quarterly. 150 fr. a year.

Saint Paul (Minn.) Public Library. See *Library Beacon.*

S. D. Lib. Bull.—South Dakota Library Bulletin. Pierre: South Dakota Free Library Commission. Quarterly.

Special Libs.—Special Libraries. 345 Hudson St., New York: The Special Libraries Association. Monthly September to April, bi-monthly May to August. $5 a year.

Texas. See *News Notes.*

Vt. Lib. Bull.—Bulletin of the Free Public Library Department of the State Board of Education and of the State Library. Montpelier: The Library. Quarterly.

Virginia Libs.—Virginia Libraries. Richmond: Virginia State Library Extension Division. Quarterly.

Wilson Bull.—Wilson Bulletin for Librarians. 950-972 University Avenue, New York: The H. W. Wilson Company. Monthly except July and August. $1 a year.

Wis. Lib. Bull.—Wisconsin Library Bulletin. Madison, Wis.: Wisconsin Free Library Commission. Monthly except August and September. $1 a year.

Yale Univ. Lib. Gazette—The Yale University Library Gazette. New Haven, Conn. Quarterly. $1 a year.

School Library News

Work with Elementary Schools

SEVERAL YEARS ago the Wichita City Library, Kansas, used in its work with public schools an agency which was striking and unusual and which provided excellent material for newspaper stories but which from the standpoint of efficiency and real results was disappointing. This agency was the book wagon which was used by the library for work with schools for four years, from 1923 to 1927. Of course, in rural communities or where the schools can arrange their program so as to allow a whole half day, or even an hour, for each school, the book wagon is extremely useful because it provides a changing collection of books for the children to choose from and also gives the opportunity for personal contact with the librarian who is familiar with the books and whose main interest is in the children's reading. But in Wichita we could not arrange for long stops at the schools without interfering with the school schedule.

As we found that it was not possible for us to make visits with the book wagon during school hours, we went to the school buildings before school in the morning and after school in the afternoon and during recess periods and lunch hours. This made a rather choppy schedule for our workers, but the greatest difficulty was that the short periods of time available made it necessary to work very rapidly so that it was impossible to give the children any individual attention or help in their selection of books. When a hundred or more books were issued in fifteen minutes, the results left something to be desired. Children would go home crying because they had got hold of a book too difficult for them to read and of course on the other hand many children developed lazy habits by constantly reading books too easy for them. We feel that it is exceedingly important for children to have careful guidance in their selection of books. So in 1927 we discontinued the book wagon work with schools and are now using in its place the class room library system which we think is much more satisfactory. The book wagon is now used in the summer for visits to summer playgrounds but in the winter it is used only as a truck to haul freight and do library errands.

In the class room library system a set of books is sent to each teacher and the teacher lends the books to her pupils for home reading. During the first weeks of school, each principal provides the library with a list of all the teachers in her building, showing the grade taught and the number of children in her grade. The books which have been put in repair during the summer months, are on the shelf and ready for use, made up into sets, with forty books to a set. Then when the lists from the principals are received in the fall the sets are added to or made smaller as necessary so that each teacher will receive about one book per pupil. At this time, also, special requests for certain books which have been asked for by individual teachers are taken care of as far as possible. Each set is tied up with strong flax twine No. 48 and labeled with the teacher's name and school and as soon as sets for one entire school are ready they are taken to the school by the library truck. In towns where the library has no truck the school will usually furnish transportation. Each book in the set is provided with a duplicate card which is sent in the book for the teacher's use. For these duplicate cards we use Gaylord book cards No. 45 which provide space on which the teacher can write the child's name when the book is issued. The date slip for each book in the set is stamped with letters or numbers standing for that particular school. The regular book cards, which are kept at the library, are stamped with this symbol also. This is to make it easier to send the book to its proper place in case it is misplaced by the child or returned to the library instead of to the school. Accompanying each set is a sheet of instructions for the teacher and a typewritten list of books in the set, giving author, title, and accession number of each book. Book cards for each set are strapped together with a rubber band and the bundle of cards is labeled with the date, the teacher's name, the school, and the number of books sent, these cards being kept at the library.

Each teacher keeps a record of the number of books issued in her room each week and at the end of the month sends to the principal her report for the month. The principal, in turn, phones to the library, on the last day of each month, the month's circulation of books for her entire school. The school principals are very good about this, though, of course, the library has occasionally to do some phoning. This careful work on the part of the teachers and principals we owe to a great extent to the supervisor of elementary schools who has been helpful in urging promptness in making library reports. Overdue fines are charged for each school day the same as for any library book and the money collected for

Paper presented at A. L. A. Regional Conference in Des Moines, Iowa.

fines is turned over to the library at the end of the school year. Charges for damaged and lost books are also collected by the teacher and turned over to the library. Sometimes lost books are paid for by the entire school by means of a candy sale or similar money-making event, rather than by the individual child.

Some changes in the sets are made at the beginning of the second semester but, for the most part, the sets remain the same throughout the entire year. During the last two weeks of school in the spring, the books are collected from the schools. The lists are checked both by the teacher and by the library representative in charge of class room libraries and the teacher pays for any books which are missing, and supplies names and addresses of children who have borrowed books and failed to return them. Delinquent borrowers are then followed up with telephone calls and home visits and have their record recorded at the library as in the case of any other borrower. We have received remarkable cooperation from the teachers. At first some teachers thought it too much trouble, but now nearly all of the teachers really want to have the books sent to them and are impatient if we are not able to get them out during the first week of school.

In the class room library system, results, of course, depend on the amount of interest each teacher takes in her pupils' reading but, on the whole, the teachers take an active part in encouraging reading and see that the children get books which are suited to their age and reading ability. Not only does this system secure better results than the book wagon system in the quality of reading done, but the results are better from the standpoint of quantity, also. At our Washington Elementary School, in January 1926, 395 books were borrowed by the children from the book wagon but, in January 1927, when the pupils were getting their books through class room libraries, 456 volumes were used. This same school has now progressed to the point where it has a library room in the school building, with its own book collection, and a full time librarian. This, of course, is the ideal book service for both elementary and secondary schools. But we feel that the class room library system is a very good next-best and with it we are giving what seems to be satisfactory service to twenty-nine of our public and parochial schools in Wichita.

——VERA WINIFRED SCHOTT.

Public Documents Clearing House

THE NATIONAL Association of State Libraries has had under consideration for some time a Public Documents Clearing House and appointed a committee under the chairmanship of Herbert O. Brigham, state librarian of Rhode Island. In November the Carnegie Foundation authorized a grant of $10,000 to the Association for the support of this clearing house and at a meeting of the Executive Committee of the Association on December 17 in New York City the grant was accepted and the committee empowered to proceed with the undertaking. To simplify procedure Edward H. Redstone, state librarian of Massachusetts, a member of the Public Documents Clearing House committee, has been appointed disbursing officer. On December 17 the Committee on Public Documents Clearing House, consisting of representatives from various organizations in the library and research field, held sessions and appointed various sub-committees. Session laws will be the first bibliographical undertaking by the committee and later Senate and House Journals, constitutional conventions, departmental publications and other forms of documents will be made a part of the clearing house activities. The plan of operation will be similar to the Cooperative Clearing House for Periodicals now conducted by the H. W. Wilson Company. Records will be kept on cards at the clearing house headquarters and the original books held at the respective libraries until final arrangements concerning transfers are completed. The details are now being arranged by the sub-committee on Methods, the sub-committee on Session Laws and the H. W. Wilson Company which will have the project in charge.

Book Club Selections

Book-of-the-Month Club

BRITISH AGENT. By R. H. Bruce Lockhart. Putnam.

Junior Literary Guild

PATSY AND THE LEPRECHAUN, and THE LOST MERRABY (Primary Group). By Margaret and Mary Baker. Duffield.

SEEING THE UNSEEN (Intermediate Group). By Robert Disraeli. Day.

CAREERS OF CYNTHIA (Older Girls). By Erick Berry. Harcourt.

NEW ADVENTURES OF D'ARTAGNAN (Older Boys). By Lucien Pemjean. Doubleday.

Literary Guild

PAGEANT. By G. B. Lancaster. Century.

Religious Book Club

A HISTORY OF CHRISTIAN THOUGHT. By Arthur T. McGissert. Scribner.

Scientific Book Club

THE GEOGRAPHIC FACTOR. By R. H. Whitbeck and Olive J. Thomas. Century.

In The Library World

Apropos Of New Year's Resolutions [1]

WHEN WE were in library school, we spent certain memorable afternoons in the stacks over bound volumes of THE LIBRARY JOURNAL. There we rejoiced with the librarian who brought color and adventure into the drab lives of a book-hungry community with a collection of fifty thumbed copies of the classics, we felt the urge to do missionary work among those who read Norris, but who could be "laddered" to gratifying literary heights—in short, we saw ourselves dispensing sweetness and light and helpful information over a high counter with the usual number of rubber stamps.

Then we graduated, and in our first job we spent six months reconciling fact with theory, and learning that enthusiasm must be disciplined to be of use. But the theory and the enthusiasm were not dispelled or diminished. Some of the high adventures chronicled in the professional journals lost a little of their lure, and some, indeed, in the light of experience, began to appear as the work of amiable lunatics; but the spirit of professional service survived, and the compelling force of missionary zeal, finding no other outlet, was directed into home channels. Thus, energies that might have been dissipated in some extension of library frontiers were applied to matters of routine and local administration. And this being the case, is it any wonder that outsiders are startled by the abandon and fervor with which we throw ourselves into an argument on projected changes of routine or a revision of library policy?

Ah, the hard-headed observer will say—what you really mean by all this talk is simply that librarians take their work too seriously—at least the women do. And after the fashion of hard-headed people, he will be coming very close to the truth of the matter. We do take our work too seriously, so seriously as to interfere with the proper performance of it. We "talk shop" in 98 per cent of our leisure time, and expect the activities of the remaining 2 per cent to keep us on an even keel. We are easily identified at thirty paces (so qualified observers tell me) by the height of our heels, and the set of our hats—and heels and hats are after all only expressions of a state of mind. The library is too much with us. We carry a bag of problems and test cases about and pop it open for examination of content when we meet a fellow librarian—and what is far worse, we sometimes fall to the discussion of personalities.

This is the pass to which misdirected energies and limited interests have brought us, when the very nature of our work demands a development of personality which will make for easier contacts with the public.

It would be foolish to expect us to become 9 to 5 workers. The qualities which we as librarians are supposed to possess are not those which can be shed each evening and assumed again in the morning. Nor is it suggested that we begin each day with the feeling that another and more interesting self is left outside of the library. But it should be quite possible for us to maintain a balance between the professional and personal in our lives.

There is no universal formula for achieving this balance; each of us must work out our own problem—one might almost say our own salvation. And we must do so without confusing our sense of values. We must cultivate friendships and seek experiences in circles which do not touch the world of the library. If we study it must be without ulterior motive. Cultural subjects "taken" with one eye on a degree are automatically counted out, so are all attempts at specialization with the laudable ambition of becoming a staff expert. Each of us must put aside such considerations when we set out to preserve our inner self, to widen our horizons, and thus to increase our worth as an individual. And if we need encouragement for so sane a project, it is to be found in the knowledge that our excusable intellectuality (to paraphrase a writer in *Survey*), and our exaggerated preoccupation with our work, even our carefully calculated diversions, will eventually label and date us—and the next step is the shelf.

——ELEANOR MCCANN

[1] *Bagpipe Notes*. (Staff Bull. Pittsburgh P. L.) 5:2-3 (Dec. 1932).

Crude Fake Being Attempted

LIBRARIANS in the Middle West should be on their guard against a man named Bradley, who is "doing" this region, trying to sell "original" documents pertaining to the Salem witchcraft delusion. He generally represents himself as ill and stranded, and offers for sale at a sacrifice one or another of these documents, more frequently the "original" decree of death to Martha Carrier or one of the other Salem witches. The document is generally accompanied by a "certificate" of authenticity signed by one "Skaggs" of the "South Carolina Historical Society." Generally a statement is made to the effect that someone or other has offered him one or more hundred dollars for

it, but he has refused to sell. Now however, ill, he must get back south and will "take" twenty dollars. A careful checking of one of these documents with a photostat of an unquestioned original at the Essex Institute, shows that it is a very crude fake in which not even an attempt to approximate the original signatures has been made.

——GILBERT H. DOANE,
Librarian, University of Nebraska.

A Youthful Poetry Plagiarist

"ON PAGE 1050 of the December 15 issue you credit 'The Library' to Eric Babbitt. This poem was written by John Godfrey Saxe. It is quoted in Hoyt's *Quotations*, page 440.

——W. F. STEVENS,"
Librarian, Carnegie Library, Homestead, Pa.

This letter was sent to the librarian of the ——— Public Library, since Mr. Babbitt is a page in that Library, and the following reply was received:

"I am very sorry to have to inform you that the letter of complaint you received about the poem published in THE LIBRARY JOURNAL, December 15 issue, is correct.

"Mr. ——— has asked me to personally notify you, and I wish to assure you that I am very sorry to have made this foolish mistake and for causing you this trouble.

"I shall know better, in the future, to stay within my own field of writing.

——ERIC BABBITT."

Bibliography On Physical Education

THE DECEMBER, 1932, number of the *Research Quarterly* of the American Physical Education Association, contains a bibliography on Physical Education for 1931, compiled by G. B. Affleck, Professor of Physical Education of the International Y.M.C.A. College, at Springfield, Mass. The bibliography is classified under the following headings: Anthropometry; Aquatics; Athletics; Calisthenics; Camping; Construction; Diagnosis; Diseases; Drugs; Eugenics; First Aid; Food; Health Education; Heating; History; Hygiene (Industrial); Hygiene (Mental); Hygiene (Mother and child); Hygiene (Personal and domestic); Hygiene (Public); Hygiene (Rural); Hygiene (School-Teacher and pupils); Hygiene (School-Sanitation); Hygiene (Social); Massage: Organization; Physiology; Physiology of Exercise; Play; Posture; Vital Statistics; Women; Miscellaneous. The Bibliography is published two columns to the page, pages 122 to 154 inclusive, of Volume III of that publication.

Checklist Of Current Bibliography

ACTIVITY units, References for. Newark, N. J.: N. J. Board of Education Library, 1932. 72 f. (v. p.) Mimeographed. 10¢; supply limited.
On one side of leaf only.

AMERICAN history, Guide to materials for . . . in the libraries and archives of Paris. Comp. by W. G. Leland. Vol. 1: Libraries. Wash., D. C.: Carnegie Institution of Washington, 1932. 343 p. (Publication 392.) $3-$4.

BIBLIOGRAPHY, A student's manual of. 2.ed. London: Allen & Unwin, 1932. 383 p. (Library Association Series I.) 12s. 6d.

BROADCASTING, Educational; a bibliography. By R. Lingel. Chicago: Univ. of Chic. Pr., 1932. 162 p. $1.50.
Some annotations.

BURTON, Theodore Elijah, 1851-1929; a bibliographical list. Wash., D. C.: U. S. Library of Congress, 1932. 21 p. Photostat. $2.50.
To be obtained only through P.A.I.S., 11 W. 40th St., New York.

BUSINESS manuscripts, List of, in Baker Library. Comp. by M. R. Cusick. Boston, 1932. 112 p.
At head of title: Harvard University Graduate School of Business Administration, George F. Baker Foundation.

CHILD'S own bookshelf . . . comp. by E. Thomas and H. S. Dahlstrom. Ann Arbor, Mich.: University of Mich. Library Extension Service, 1932. 18 p.
Trade information.

DRAMA, Tudor; an exhibition selected from source materials in the Huntington Library. San Marino, Cal.: The Library, 1932. 27 p. 15¢.

EDUCATIONAL research studies of state departments of education and state education associations, 1931-1932. By E. A. Wright. Wash., D. C.: U. S. Office of Education, 1932. [42] p. (Circular no. 63.) Mimeographed.
Earlier lists contained in Circular no. 31, 44.

[GERSHWIN, George.] George Gershwin's song-book. N. Y.: Simon & Schuster, 1932. 167 p. $5.
"Published works of George Gershwin," p. 161-163.

IMMIGRANT groups in the United States. New York: Russell Sage Foundation Library, 1932. 4 p. (Bulletin, no. 114.) 10c.

INDIANS, Agriculture of the American. A classified list . . . by E. E. Edwards. Wash., D. C.: U. S. Dept. of Agri. Lib., 1932. 89 p. (Bibliographical Contributions, no. 23.) Apply.

INTER-AMERICAN relations, Selected list of books; and magazine articles on. Comp. in the Columbus Memorial Library . . . Wash., D. C.: Pan American Union, Mar. 1, 1932. 19 l. (Bibliographic Series, no. 7; mimeographed.) Apply.

IOWA history, Two hundred topics in. Comp. by W. J. Petersen. Iowa City, Ia.: State Historical Society, 1932. 96 p. (Bulletin of Information Series, no. 15.)

JOB analysis. New York: Industrial Relations Counselors, 1932. 59 p. (Library Bulletin-Supplement, 1932.)
Annotated.

LIVING, Costs and standards of. New York: Russell Sage Foundation, 1932. 4 p. (Bulletin, no. 113.) 10c.

LUCHTVAARTTIJDSCHRIFTEN, Internationale, gids. International guide of areonautic periodicals . . . Uitgave —Edition 1932. Samengesteld en uitgegeven door de Nederlandsche Luchtvaarttijdschriften Centrale. Compiled and published by the Dutch Central of Aeronautic Periodicals . . . Utrecht: Nederlandsche Luchtvaarttijdschriften Centrale. [1932.] 19 p.
Preface signed: G. H. J. J. Schuurmans Stekhoven.
Title also in French, Italian, German and Spanish.

Prepared by Karl Brown of The New York Public Library.

Small Libraries

Stretching The Book Budget

AT THIS TIME there are many and various suggestions for increasing the elasticity of the book budget, and one of the most popular is the purchase of good cheap editions. This is especially true in the field of children's books where we find many attractive and good editions of both popular titles and juvenile classics. Picture books which have been one of the expensive items in the children's book budget can now be purchased in a variety of attractive editions. For the small library that needs a good many table books for little children some of the attractive picture books published by Saalfield and Whitman Publishing Company of Racine, Wisconsin, will be of great use. The following lists of titles which can be purchased at either the Woolworth or Kresge Ten Cent Stores, have been carefully considered, and seem especially good for the money:

Picture Books and Easy Reading for Ten Cents

Baby's First Book.
"A picture book made by photographing things in the baby's own world." Saalfield. 10¢

Barrows, Marjorie, comp. *One Hundred Best Poems for Boys and Girls.*
Charming collection of some present day favorites. Whitman. 10¢

Beaty, J. Y. *On Our Farm.*
A picture-story book for children. Excellent reading material for primary grades. The photographic illustrations are very good. Saalfield. 10¢

Lear, Edward. *The Duck and the Kangaroo and Other Nonsense Rhymes.*
Several of the best known of the nonsense stories. Whitman. 10¢

Moore, C. C. *The Night Before Christmas.*
Illus. by F. B. Peat. Very attractive picture book. Saalfield. 10¢

Mother Goose. *Mother Goose Stories.*
Good print and easy reading. McLoughlin Bros. 10¢

Shankland, F. N. *Birds.*
Colored illustrations by Fern Bisel Peat. Excellent illustrations of such animals as the gray squirrel, raccoon, muskrat, porcupine and others. Saalfield. 10¢

Stevenson, R. L. *Child's Garden of Verse.*
Eleven of the most popular poems. Saalfield. 10¢

Thorne, Diana. *Baby Animals, Paintings and Stories.*
Miss Thorne is a well-known painter of animals and these pictures are most attractive. Saalfield. 10¢

Thorne, Diana. *Dogs, Paintings and Stories.*
Saalfield. 10¢

Walter, E. D. *Bugs.*
Illustrated by Helen Munsell Roberts. Illustrations are authentic and colorful. Whitman. 10¢

For Older Children

Ashbrook, F. G. *Blue Book of Birds of America.*
Whitman. 10¢

Ashbrook, F. G. *Green Book of Birds of America.*
Whitman. 10¢

Ashbrook, F. G. *Red Book of Birds of America.*
These excellent bird guides will be very useful with older children. Whitman. 10¢

Hall, A. B. *Making Things with Tools.*
Will interest boys from 9 to 11. Rand McNally. 10¢

All of the books listed above are large size and are bound in paper. They can however be reinforced with very little trouble and when they wear out be replaced at very little cost. All of the titles should prove very useful to the small library with a limited fund for children's books.

——From *Michigan Library Bulletin*, 24:30, January 1933.

First Library Anniversary

UP IN the foothills of the Adirondacks, at Woodgate, New York, there is a community of about 100 people which has recently celebrated the first anniversary of their free library. The development from a very small beginning and the remarkable growth in the first year promise much for the future. The Civic Association of the little community, an organization made up largely of year-round inhabitants of the locality, assisted by a few owners of cottages on a neighboring lake, conceived the idea of starting a library, and took up the task of collecting books for it. They secured the use of an abandoned rural school house, centrally located. Interested friends contributed time and materials, so that, with paint, inside and out, book shelves, reading tables and chairs, shades and draperies for the windows, and an old desk for the use of the librarians the little school house was soon transformed into an attractive place. Before the year was out, the shelf space had to be enlarged to accommodate the seven hundred volumes, all of which had been given by friends and friends of friends. No money has, as yet, been taken from the library fund to buy books. The first year's report shows a total circulation of 1367 books.

Summer School Session Omitted

THE GOVERNING Board of the Colorado Agricultural College has decided to omit the usual session of the Library summer school for 1933. This has been done on the recommendation of the librarian, Miss Charlotte A. Baker.

Among Librarians

Necrology

DR. LAURA E. W. BENEDICT, who was in charge of the Main Reading Room at the University of Michigan Library during its first year of operation, and who had previously taught in the Summer Session and worked in the Reference Department of the University Library, died suddenly in Philadelphia, on December 14, 1932.

CHARLES ALEXANDER NELSON, former reference librarian at Columbia University, died January 13 at Swarthmore, Pa. He was ninety-three years old. A librarian since just after the Civil War, in which he had served as a civil engineer and draughtsman with the Union Army, Mr. Nelson gained his first interest in books and their classification while a student at the Gorham Male Academy in Gorham, Me., in 1855. At that institution he founded its first library, and when he later became an undergraduate at Harvard he served as assistant librarian. He also was interested in the publication of books about printing, and his last important publication was completed just after his ninetieth birthday when, after three years of constant study, he translated *Vindictae Typographicae*, a book first published in 1754 in Latin, as proof that John Gutenberg was the first printer to use movable type.

MRS. NANCY B. SHREVE, on the staff of the New York Public Library from August 1928 to October 1930, died in December 1932. At the time of her death Mrs. Shreve was living in Indiana.

Mrs. May McClure Currey

MRS. MAY MCCLURE CURREY, for the past ten years the head of the Shawnee Branch Library, Louisville, Kentucky, passed away at the Baptist Hospital, December 8, at 2:00 o'clock, after a week's illness of pneumonia. Mrs. Currey was born 60 years ago at Fort Smith, Arkansas. She was educated in the public schools of Fort Smith, and was a graduate of the Athaeneum College of Columbia, Tennessee. Before her marriage to Fred Gaines Currey, a leading druggist of Harrodsburg, Kentucky, Mrs. Currey taught in the public schools of Fort Smith, Arkansas, for one year, and after the death of her husband for one year in Beaumont College at Harrodsburg. For a short time she was hostess in one of the dormitories of the famous school for girls, Belmont College at Nashville, Tennessee. During her residence in Harrodsburg, she was president of the Woman's Club, one of the founders of the Harrodsburg Public Library, in which institution she always took a keen interest, and for several years librarian of the Harrodsburg Library.

In 1919 she accepted a position as assistant at the Highland Branch Library, Louisville, serving there with Miss Mary B. Pratt until she left to take charge of the Shawnee Branch Library which was opened February 11, 1922 in a temporary frame building which is still used.

Mrs. Currey has held several offices in the Kentucky Library Association. She was vice-president with Miss Margie Helm of Bowling Green as president, and owing to a temporary illness of Miss Helm, she presided as president during 1929. During 1930 and '31 she was president, retiring from office at the close of her two year term.

Appointments

LINCOLN H. CHA, who received the degree of Ph.D. from the University of Illinois in January, 1933, with the major in Political Science and a minor in Library Science, has returned to China to assume his duties as Head of the Library School at Central China University, Wuchang, China.

DOROTHY W. CURTISS, Columbia '32, formerly a member of the faculty of the School of Library Science of Western Reserve University, has become a school library supervisor in the Library Extension Division of the New York State Education Department.

INGRID VIG JENSEN, Illinois '32, has recently changed her position from that of classifier and cataloger at the Central Biblioteket, Holbak, Denmark, to that of cataloger at the Central Biblioteket, Esbjerg, Denmark.

LUCILE KELLING, Albany '21, has been appointed assistant professor of library science, University of North Carolina.

GRACE O. KELLEY, for the past two years a student at the University of Chicago Graduate Library School, has been appointed readers' consultant at the Queens Borough Public Library, Jamaica, N. Y.

ELIZABETH C. KIRKWOOD, recently on the staff of the Queens Borough Public Library, is now assisting in a reorganization of files at the International Match Company.

MARION F. MANCHESTER has been appointed a general assistant on the staff of the City Library, Manchester, N. H.

MARIE A. NEWBERRY, New York Public '13, has joined the staff of the Racine, Wis., Public Library.

MARTHA M. PARKS, Illinois '27, formerly a school library supervisor in the Library Extension Division of the New York State Education Department, has become director of High School Libraries for the Tennessee Department of Education.

MRS. GUDRUN M. SCHOELLER, Albany '21, has been made librarian of the New School of Social Research, New York.

MARGARET H. SMITH, Wisconsin '22, librarian of the Peter White Public Library, Marquette, Mich., has been granted leave of absence for graduate study in the Department of Library Science, University of Michigan, during the academic year 1932-33.

HELEN STAMPS, Columbia '30, who has been an assistant in the Birmingham, Ala., Public Library, has been made head of the Literature Department.

M. LOUISE SWEET, Albany '07, has returned to her former work in hospital library service and is now librarian at the Veteran's Hospital, Castle Point, N. Y.

ELOISE TABOR, Simmons '29, has recently resigned from the staff of the Simmons College Library to accept a position as children's librarian of the Tockwotton Branch of the Providence, R. I., Public Library.

MIRIAM THOMAS, Columbia '31, assumed charge of circulation and reference of the Colby College on July 1st.

ALFREDA K. WALKER, Columbia '31, has received appointment in the Cataloging Department of the Wesleyan University Library, Middletown, Conn.

AURA D. WELLS, Albany '26, who has been on the staff of the Preparation Division of the New York Public Library since 1926, has been appointed cataloger at Lafayette College.

MRS. HESTER A. WETMORE, Columbia '30, is organizing a new chemistry library for Merck and Company, Rahway, N. J.

WINIFRED G. WOODWARD, Western Reserve, has been appointed reference librarian of the City Library, Manchester, N. H., to fill the vacancy caused by the death of Ruth C. Dudley.

KATHARINE R. YETTER, Columbia '29, who has been assistant children's librarian in the Mount Vernon, N. Y., Public Library, is now children's librarian in the George L. Pease Memorial Library, Englewood, N. J.

Married

MARGARET HURRY, Washington '30, was married to Mr. Ralph Follick of Seattle on December 31, 1932. Mrs. Follick resigned her position as assistant to Miss Helen Stewart, director of the Carnegie Demonstration project library in British Columbia.

The Calendar Of Events

April 21-22, Joint meeting of New Jersey Library Association and Pennsylvania Library Club at Hotel Ambassador, Atlantic City.

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Oct. 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.

Classified Advertisements

30¢ per line—minimum charge $1

Positions Wanted

My organizing ability, steadfast enthusiasm and persistent diligence are available for the progressive employer needing an experienced male librarian for public, special or college work. A11.

•

College and library school graduate experienced in all departments of public library work with specialization in cataloging desires position. A12.

•

Library School graduate desires position. Experienced in book binding and repairing. Will consider any position, anywhere. A13.

For Sale

PRINCETON University Library, Princeton, N. J., offers for sale, Engler & Prantl, Die natürlichen Pflanzenfamilien, 1st edition, 4 parts complete; General index, 2 volumes; Nachträge to part 1 Abt. 2; Nachträge 1-3 to parts 2-4, 2 volumes; In all 22 volumes, ½ morocco; good condition, price $50.00.

Manuscripts Marketed

LIBRARY WORK is the best training for writing children's books. If your manuscript comes up to our standard, THE CHILDREN'S BOOK AGENCY will market it. $2.50 reading fee and return postage to accompany manuscript. Suggestions and revision. Virginia T. H. Mussey, 248 East 57 St., New York City.

Books Wanted

B. LOGIN & Son, Inc., 29 East 21 St., New York. *Quarterly Journal of Economics* Vol. 3 # 2 will pay $5.00; *Political Science Quarterly* Vol. 14 # 3 Vol. 17 # 4 each $1.00; *Index Medicus Third Series* Vol. 1 July Vol. 2 July each $3.00; *Rockefeller Institute Medical Research Studies* Vol. 1 $3.00; *American Journal Physiology* Vol. 3 & 37; *Physiological Reviews* Vol. 1-6.

Rare Books

ON U. S. A. and Canada. Write for catalog. Please send us your want list. Hermann & Co., 92 King West, Toronto, Canada.

Children's Librarians' Notebook

TARAS BULBA. By Nikolai V. Gogol. Translated from the Russian by Isabel F. Hapgood. *Knopf.* $2.

A story of sixteenth century Russia. It is a vigorous but rather gory tale of the attack of the Cossacks on the Polish Roman Catholics and the Jews because of their abusive treatment of the Eastern, or Orthodox, Catholics. The translation into English has kept much of the Russian atmosphere and the nine illustrations by Zhenya Gay are distinctive. The book is one which might be enjoyed by the well-read boy or girl of the intermediate department. The difficult Russian names and the unfamiliar historical background would be a handicap to most children.

—FAITH L. ALLEN.

THE NEW HOUSE THAT JACK BUILT. By Elizabeth King. Pictures by Alice Dennis. *McBride.* $2.

A very modern picture book of full-page two-colored illustrations which show how a house is built today. Some adults have thought it a bit confusing to start with the picture of a whole house and to end with the alarm clock that woke the man who mined the ore that finally made the steel beams for the house, however, children who read the book liked its resemblance to the old nursery rhyme and re-read it many times. Rather expensive for such a thin book. Half of the fourteen pictures have to do with the making of steel. To buy will depend on the need for books to interest the young mechanical minded child. Pictures are large and clear and book lies flat when open.

—HELEN NEIGHBORS.

THE ENCHANTED SWORD. By Henry K. Pasma. *Longmans.* $2.

Friesland has entered so little into fact and fiction, *The Enchanted Sword,* by Henry Pasma, will be treasured for the information it gives of the social life and customs of this small northern province of Holland. A young hero, in pursuit of the enchanted sword, which, according to legend, will restore freedom to the people, leads Taco to the museum where it may be found. Red Skibbe follows; the enchanted sword disappears, and mystery enters into the tale. A coin with the mystic words, the same as are on the enchanted sword, is swallowed by a pirate fish. The recovery of the coin and the enchanted sword provide thrills for the young readers. Interest and information are twin recommendations for this book, which will appeal to all children who like books of legendary value.

—NORA CRIMMINS.

HOW TO BUILD A STAMP COLLECTION. By Prescott H. Thorp. *Day.* $1.50.

A good manual for the beginner, giving practical information not only on how to start and build a stamp collection, but on the history of postage stamps, the stories behind stamps, warnings about fake stamps, and famous people who have been collectors. A glossary of philatelic terms is included. The author is associated with the Scott Stamp & Coin Co.

—CLARA E. BREED.

BENITO AND LORETA DELFIN: Children of Alto, California. By Dorothy Lyman Leetch. *Lothrop.* $1.50.

Benito and Loreta, eleven year old twins, are the Spanish children through whose eyes we see the carefree everyday life in the settlements around the Missions of early California. The merrymaking at fiesta and rodeos, weddings, etc., are told in a simple story for ten year olds. The author is a resident of California and writes as if she were on familiar ground. Teachers will welcome this for fourth grade. Excellent type, wide margins and good paper.

—ALICE BROWN.

QUAKERS AND INDIANS. By S. Lucia Keim. Illus. by Evelyn J. Eggeling. *Winston.* 60¢.

On account of its lack of conversation this slight story would not in itself appeal to children. In the hands of a skillful teacher it would take on significance and probably prove successful dramatically. The appendix with its description of a play and pantomime which have been given, and its hints as to costumes would prove useful. An elementary school library would undoubtedly find it fitting for some unit of its curriculum.

—ISABEL MCLAUGHLIN.

THE MYSTERY AT SHADYLAWN. By Mabel Cleland. *Farrar.* $2.

A mystery story laid in a Southern girls' boarding school, which has to do with three very different young room-mates, their school life, a haunted room, romance, and the theft of a valuable letter. The characterization of the three girls is good, although inaccuracies are present; the portrayal of school life is interesting; and the mystery connected with the ghost is exciting; however, the story as a whole does not show too careful workmanship or very skillful plot denouement. The relationship of the three room-mates is wholesome but the story is unconvincing and lacks literary merit. Not recommended for libraries.

—HELEN NEIGHBORS.

JUNGLE PETS. By Mrs. Martin Johnson. *Putnam.* $2.

Lively animal tales, written with a real sympathy for the feelings of wild creatures. The illustrations are some of the most amusing of the Johnson photographs. Both children and adults will enjoy this successor to *Jungle Babies.*

——LETHA M. DAVIDSON.

KUDLU, THE ESKIMO BOY. By Hoffman Birney. *Penn.* $1.50.

When Kudlu's Arctic home is crushed in an ice jam, and his father's leg is broken, Kudlu becomes the man of the house. Though only eleven, he kills four seals and a polar bear in one day's hunt—a feat more amazing than convincing. In spite of the too great claims made by the author for Kudlu, this is a better Eskimo story than usual. The vocabulary is simple and the instructive details are unobtrusively woven into the plot.

——LETHA M. DAVIDSON.

MAX AND MORITZ. By Wilhelm Busch. *Morrow.* $1.75.

Christopher Morley, who translated this story from the German, explains in a foreword that it is an old and famous book, first published in 1865. The author was a well-known artist and caricaturist, said to be the inventor of the comic strip. This edition is not illustrated with the original drawings of Busch, but with new illustrations by Jeannette Warmuth. The story is told in monotonous rhyming couplets, and relates six "naughty tricks" of the two mischief makers, Max and Moritz, who strangle chickens, steal food, saw a foot-bridge in two, fill an old man's pipe with gun-powder, etc. The boys come to an ignominious end and there is a conspicuous moral at the close of the story. The book is slight and without value. It is bound in boards.

——JESSICA KING.

ROAD IN STORYLAND. Edited by Watty Piper. *Platt.* $1.50.

If it is true that parents usually buy the largest book for the least money for their children, this book will have a wide sale. It contains twenty well-known stories from fairy tale, folklore, and fable, including such stories as the Elves and the Shoemaker, Little Half Chick, and City Mouse and Country Mouse, chosen, according to the foreword, because "all these story people have something to tell *you,* Jack and Betty and all the rest of you, about your very own self and your everyday doings." The morals are not however so obvious that the book could be objected to on that ground alone if the versions of the stories given were of the best and the illustrations less garish and crude. Libraries will not wish to buy, as the stories are all available in many other collections in more artistic form.

——CLARA E. BREED.

MASHA, A LITTLE RUSSIAN GIRL. By Soni Mazer, illus. by the author. *Doubleday.* $2.

Masha, little peasant girl, lived with her grandfather and grandmother. She helped her grandmother with the marketing of the vegetables and eggs they could sell, she rinsed small pieces in the stream when her grandmother rubbed clothes on the stones with the other village women, and she even helped bake bread in the great oven which had to be heated first by heaps of burning sticks. When she found that her cousin, Katrinka, was going to school, and could read out of a book, Masha wanted more than anything in the world to be able to do that, too. To the delight of the village mothers, General Krenlin's wife opened a school. Masha was allowed to go when the grandfather was convinced that the Virgin on the ikon wanted it, too. Masha soon outdid the other children and was helping Madame Krenlin with the work. More wonderful to relate, Madame Krenlin sent Masha to live with her aunt in Kiev and go to her own school to prepare to be a teacher. Little girls from ten to twelve will be delighted with this "school story," and their sympathies and imaginations will be stretched by it. The black and white illustrations and the colored frontispiece are expressive of the character of the child and of the simple peasant background.

——ISABEL MCLAUGHLIN.

THE STORY OF MONEY. By Mary Duncan Carter. *Farrar.* $1.25.

The main historical facts of barter and exchange are entertainingly and simply presented in this book which might be useful in high school economic classes, though it is intended for fifth and sixth grade children. The last few chapters discuss thrift and relate the book to the present economic difficulties of the world. It would be a good addition to almost any children's collection.

——LETHA M. DAVIDSON.

ASK MR. BEAR. By Marjorie Flack. *Macmillan.* $1.

A very simple picture book in clear colors for the little child of two to four years of age. It is a repetition story with an original touch at the end. Danny does not know what to give his mother for her birthday, so he asks the hen, the goose, the goat, the sheep, and the cow, but receives no help until he goes to Mr. Bear in the woods. A clever book which combines charming pictures of favorite animals with a story simple enough for the youngest listener, one he could read himself by the pictures alone. Resembles the other Flack books in format but for the younger child.

——HELEN NEIGHBORS.

THE SIGN OF THE BUFFALO SKULL. By Peter O. Lamb. *Stokes*. $1.75.

"The tradition of American scouting is founded in the exploits of Boone, Carson and Bridger," but because of the limited amount of source material there has been little written about Jim Bridger. In this narrative of his life, gleaned from authentic records and journals of his contemporaries, there is a certain lack of smoothness in the continuity of theme which can be expected from material gathered in this way, but there is also a straightforward and robust quality which is well suited to the subject and will please young readers.

—LOUISE HETHERINGTON.

THE A. B. C. BOOK OF PEOPLE. By Walter Cole. Illus. by author. *Minton*. $2.50.

A colorful picture book of the peoples of many countries. It is strikingly designed with bold woodcut-like drawings in black and brilliant color and well proportioned pages of text alternating through the book. Each letter of the alphabet tells of a strange people and the pictures are accurate in costume and setting. The text has less imagination than the pictures, but its facts are interesting and simply told.

—EMMA BROCK.

SCATTER, HER SUMMER AT A GIRL'S CAMP. By Leslie Warren. Illus. by Mary L. Davis. *Lothrop*. $1.50.

A story of activities in a girls' summer camp, wherein a mystery and athletic events play for equal honors. The dialogue is couched in the colloquial language of the modern young girl, a language which may be brisk to listen to, but not always amusing to read. The types one finds among a group of girls are here—the popular athlete, the imaginative type, the girl who lacks self confidence, and later finds it through her friends; but there is no real characterization. While the plot interest runs smoothly, the story is neither exceptional nor noteworthy.

—ELEANOR HERRMANN.

ROMANY ROAD. By Irving Brown. *Smith & Haas*. $2.50.

Story of the adventures of a fourteen year old boy who ran away to join a gypsy band and of his life with them. Although book may give a realistic picture of gypsy life and author may be an authority on this particular tribe, the Nomad Coppersmiths, as publishers declare, it is in no sense whatever a book to be recommended to young readers. Bombings, murders, "fixing" of police officers, stealing, begging and numerous other vices are spoken of as every day matters in the routine of life. An unpleasant book lacking every requisite for a book for young people.

—AGATHA L. SHEA.

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